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ABSTRACT

This volume contains four sections corresponding to the four categories in which programs were originally submitted to the National Council of Instructional Administrators for its Annual Exemplary Initiatives Awards presented at the annual American Association of Community Colleges held in April 1999 at Nashville, Tennessee. Section 1, "Award for Exemplary Initiatives in the Classroom, states that Mercer County Community College (New Jersey) was honored for its "International Business Practice Firm," a high-tech simulated business learning environment. Richard J. Daley College (IL) was honored for the "Keystone to Student Learning," a program designed to improve student performance in remedial mathematics. Section 2, "Award for Exemplary Initiatives in the Use of Technology," conveys that Butler County Community College (Kansas) was honored for the "Technology Enrichment Cooperative," a 1-week computer training institute for students who go on to provide technology support for the college. Section 3, "Award for Exemplary Initiatives in Partnerships and Linkages," relays that Montgomery College (Maryland) was honored for "Future Focus: A Model Community College-School District Partnership to Improve College Readiness." Northeast Iowa Community College was honored for "Partnership Writing Seminar: Community College and High School Writers Collaborate program." Section 4, "Award for Exemplary Initiatives in Changing the Campus Climate and Culture," states that Fayetteville Technical Community College (North Carolina) was honored for "Changing the Campus Climate and Culture with Quality Curriculum Infusion." Each section also describes the programs at one or two colleges receiving honorable mentions, and presents the submissions from all colleges. A total of 129 programs are described. (RDG)

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Community College Exemplary Initiatives
Volume X

1998–1999

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Community College Exemplary Initiatives

Volume X

1998–1999

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Sharon Bradwish-Miller — Director of Awards

At NCIA Office in Nashville:

Donald Goss — Editing, Publication
Susan Goss — Editing, Proofing

INTRODUCTION

Community College Exemplary Initiatives, 1998-1999 is the tenth annual volume of outstanding campus initiatives published by the National Council of Instructional Administrators (NCIA).

This present volume contains four sections corresponding to the four categories in which programs were originally submitted to NCIA for its Annual Exemplary Initiatives Awards. These awards were presented at the annual AACC convention held in April at Nashville, Tennessee.

Section I includes the description of the two programs which shared the award for ***Exemplary Initiatives in the Classroom***. An honorable mention is also contained as well as edited versions of all other entries.

Section II includes the description of the program which won the award for ***Exemplary Initiatives in the Use of Technology*** and the program which was awarded and honorable mention. Edited versions of all other entries are also included.

Section III includes the description of two programs which won awards in the category, ***Exemplary Initiatives in Partnerships and Linkages***. One honorable mention is also included as well as edited versions of all other entries.

Section IV includes the description of the program which won the award for ***Exemplary Initiatives in Changing the Campus Climate and Culture*** and the two programs which won honorable mentions. Edited versions of all other entries are also included.

In all, 129 programs are described herein.

Each program cites the institutional contact person, the college address and phone number and the name of the CEO. An "Index of Participating Colleges" is contained at the end of the book.

Programs were nominated as exemplary by the participating colleges. Each college determined the category or categories in which to compete. Program narratives were restricted to a maximum 1000 words. For this volume some editing for style and length has been done.

Programs submitted were required to address three criteria in their narrative:

1. Must identify how the program is innovative and creative.
2. Must provide measures of program success.
3. Could be adopted/adapted by other two-year colleges.

In certain instances, colleges chose to address each of the criteria in turn within their narratives. In other instances colleges generally covered the criteria, but with no direct reference to them.

Beyond presenting its awards, the National Council of Instructional Administrators makes no judgment on the merit of individual programs, but is pleased to include programs as submitted. Program evaluators were selected by the NCIA Executive Board.

The Council is pleased to provide, as part of its membership services, copies of this publication to institutional members. On a periodic basis the Council publishes other materials of interest to academic administrators. A quarterly Newsletter is also distributed to all NCIA members.

Additional copies of this publication are available for $15 each. Orders may be sent to NCIA, P.O. Box 210040, Nashville, TN 37221-0040. Checks should be made payable to NCIA. Discounts are available for orders of more than five copies.

CONTENTS

Section I Exemplary Initiatives in the Classroom

Award Winners

The Internationl Business Practice Firm
Mercer County Community College 1

Mathematics: Keystone to Student Learning
Richard J. Daley College 3

Honorable Mention

Creating Win-Win Capstone Projects
Anson Community College 6

All Other Entries in Category I

(Alphabetical by College) 9

Section II Exemplary Initiatives in the Use of Technology

Award Winner

Technology Enrichment Cooperative (TEC-Es)
Butler Enrichment Community College 70

Honorable Mention

Diversity Link
Holy Cross College 72

All Other Entries in Category II

(Alphabetical by College) 74

Section III Exemplary Initiatives in Partnerships and Linkages.

Award Winners

Future Focus: A Model Community College/School District Partnership to Improve College Readiness
Montgomery College 100

Partnership Writing Seminar: Community College and High School Writers Collaborate
Northeast Iowa Community College 103

Honorable Mention

The Environment Project
Catonsville College 106

All Other Entries in Category III

(Alphabetical by College) 108

Section IV Exemplary Initiatives in Changing the Campus Climate and Culture

Award Winner

Changing the Campus Climate and Culture with Quality Curriculum Infusion
Fayetteville Technical Community College 186

Honorable Mentions

Liability? Or Gifts and Blessings
Chemeketa Community College 188

Lining People up for Success: The New Faculty Institute
College of Lake County 190

All Other Entries in Category IV

(Alphabetical by College) 193

Index of Participating Colleges 232

SECTION I

EXEMPLARY INITIATIVES IN THE CLASSROOM

PROGRAM AWARD WINNER

The International Business Practice Firm
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Mercer County Community College is the first community college in the United States to employ the International Business Practice Firm (IBPF) model to educate today's students to successfully participate in the international business arena. The IBPF, a high-tech simulated business learning environment addresses four areas that American business leaders have found to be lacking in the college curriculum: curricular relevance to business, application to technology, soft skills, and international experience. In addition, the IBPF serves as a model that supports the call in higher education for students to become more responsible for their own learning and thereby develop the skills needed to be life-long learners.

The IBPF is a simulated business that mirrors the real world. It is a company set up by students with the assistance of faculty in a classroom environment. Each IBPF conducts all operations necessary to run a business and each is equipped with financing, purchasing, marketing, and human resources departments. Students conduct business in an authentic office environment using the latest technologies including networked computers equipped with software such as C U See Me, Windows NT; Internet; e-mail, video cameras for teleconferencing, scanners, and faxes. Producing a profitable bottom line motivates and melds the students into functional teams.

Mercer's "company" conducts business transactions with other student-run "companies" in a closed world-wide network. Modeled on the IBPF program in existence in European schools for the last 30 years, Mercer's IBPF course simulates the operation of an actual business in real time. By combining hands-on business experience in a protected environment with the opportunity to develop critical thinking and problem-solving skills, students are prepared to compete effectively in the world of business. Business misjudgments in the protected environment of the classroom do not bear disastrous consequences; instead they become teaching opportunities. This concept requires active participation of both students and teachers. The IBPF is a perfect capstone course for the global aspect of business curricula, a beneficial ingredient in an entrepreneurial program of study, or a vehicle for adult retraining. Consequently, Mercer is beginning to infuse the IBPF into the business curriculum. Each course and program is being evaluated to determine how the IBPF can strengthen and support the current offerings.

The innovative components of this program are many:

- The teacher role is one of facilitator. The faculty member becomes a "manager" of student learning. The methodology used in this classroom requires an instructor who is willing to take risks; the instructor often learns along with the students.
- The students assume responsibility for much of their learning; personal goals and objectives are written and then evaluated at the end of the semester.
- As a capstone program, the students are able to "put to the test" the textbook theory they have learned in their other classes.
- On a daily basis, the students have direct contact with students around the world.
- There are no "assigned" textbooks for the course—the use of the Internet, daily newspapers, business people in the community, and other students become the sources for learning.
- There are no written "tests"—students become responsible for making the business successful; they are evaluated as team members by their peers and evaluated as "employees" by the teacher.
- The classroom is an exemplary model of collaborative learning initiatives. The students must work together to make the "business" successful.
- Business partners in the community become active participants in the classroom as they provide guidance in the IBPF's development.

Mercer's president, Dr. Thomas D. Sepe, is actively working to disseminate the information regarding this concept throughout community colleges in the United States and to create a U.S. network of practice firms across the country. Administrators and faculty from Mercer have presented the concept at national and international conferences and meetings. An orientation session was hosted at Mercer in December 1998. Fifty faculty members and administrators from Puerto Rico to Texas attended this daylong session to learn about the concept and to find out how it could be started at their institutions. The session was very successful as many of the institutions in attendance indicated a very real desire to implement the program. There will be a two-day training session in April 1999, and community colleges have begun to register their faculty members. As a part of this training session, each college will receive a documentation manual, which will include everything needed to get the program off to a successful start at each college. In addition to assisting with the training, Mercer has established the Center for Simulated Business Services. This Center will coordinate all of the activities of the collegiate practice firms in the U.S. In addition to guidance, curricular material, training and support, the Center will provide the business context for economic functions including banking, customs, taxes, and the open market.

The International Business Practice Firm at Mercer County Community College is completing its second year. Student assessments and testimonials indicate the incredible success of this program. Several students verbalized the desire to have other courses offered in the format and environment of the IBPF.

In addition, a recent survey mailed to all students who completed the program asking specifically what were the advantages of enrollment and completion of the course, they pointed unanimously to the following:

- Enhanced qualifications for employment
- Improved business technology skills

- Effective team work techniques, better problem-solving skills and an understanding of the impact of cultural diversity in business
- A desire to continue education or seek employment in the area of international business
- A greater awareness of conducting business in a global context.

The investment yields of this model for international business education are many: enthusiastic students and faculty, committed business partners, deepened community relationships, and the sense of fulfillment that students will graduate with the skills necessary to be successful in today's work place.

PROGRAM AWARD WINNER

Mathematics: Keystone to Student Learning
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> *Have you noticed... how people with a talent for calculation are naturally quick at learning almost any other subject; and how a training in it makes a slow mind quicker.... ?* Plato, The Republic

Precis

The Keystone Project at Richard J. Daley College, one of the City Colleges of Chicago, is a fresh attempt at improving student performance in remedial mathematics. Developed by faculty at Daley College and the University of Illinois at Chicago, this project has developed a new teaching approach, utilizing psychological research, technology, and responsive/adaptive teaching techniques. The result has been dramatically improved student retention and success in introductory and college algebra classes. In addition, students in these classes—in accord with Plato's observation—perform surprisingly better in other subjects as well. *[Note: A full description of this project is available, including citations and statistical analysis. Funding for the project is provided by the Gabriella and Paul Rosenbaum Foundation of Philadelphia, Pa.]*

Addressing Performance

Why do students perform poorly in mathematics and other subjects? Research indicates that problems include a) short attention spans, b) inadequate attention to assigned homework, c) time horizons often limited to a few days, d) failure to learn from errors (e.g., not using mistakes on exams as a guide for further study), e) passivity in class, hoping to pass unnoticed and therefore reluctant to request help, f) poor attendance, g) low self esteem, and h) ignoring offers of help from teachers. The last point challenges educators to find a way to communicate expectations and standards in a language which will register with students.

The Keystone Project addresses these factors in the following ways: a) to increase student's attention spans, the instructor administers time-pressured quizzes which require the student's full concentration, b) to encourage students to do homework, the instructor rewards students for success on homework-based quizzes, c) to address short-time horizons, the instructor presents students with frequent deadlines within those horizons, d) to help students learn from mistakes, instructors provide immediate feedback and repeat "problem" questions on follow-up quizzes, e) to combat passivity, the instructor brings students together for group work which promotes cooperation and peer tutoring, f) to address poor attendance, instructors issue administrative drops to students after three absences, g) to address low self-esteem, instructors give well-defined tasks, the tools required to carry them out, quick feedback, and repeated success when the student achieves mastery, and h) to teach students to listen, instructors provide a consistent code of behavior in the classroom, and provide repeated evidence that following instructions produces success. Students are regarded as partners in a goal-oriented venture, and are required to meet the standards of such ventures. In short, the Keystone Project applies the "standards of the workplace" to the mathematics classroom. This means a strict attendance code, quick and accurate completion of assigned work, individual accountability for the quality of the work, and evaluation of performance in accord with absolute, rather than relative, standards.

Teaching approach

Research indicates that frequent testing has benefits for the learner: it encourages regular study habits and discourages cramming. In addition, it has been well established that use of cumulative tests is effective in consolidating student learning. The Keystone Project classes begin with a short period of question/answer followed by a multiple-choice quiz. Quizzes are communications between students and teacher, they demonstrate the teacher's expectations and standards. Students pay attention to what instructors say through quizzes. When the messages are frequent and clear, the students are able to respond and to meet the instructor's expectations. Computer scoring provides an item analysis and information on each problem for guidance in planning the for the next class period. The instructor either speeds up or slows down the pace based on the results; when the standard deviation exceeds 25 percent, indicating that the class is splitting, cooperative learning is employed.

Results

Keystone classes are compared with control classes. Retention is somewhat improved: 81percent in Keystone classes compared with 77 percent in the controls. This modest improvement becomes highly significant, however, given that Keystone students have to work hard and know they are being graded on an absolute scale. By mid-term, students have a clear message of their performance. Yet even among those not doing passing work, many chose to remain in the class. The end result is improved achievement: in fall 1999, 60 percent of Keystone students passed the Elements of Algebra class compared with 25 percent in the control group. Longer-term studies suggest that students also improve their ability to concentrate. Scores in reading comprehension for Keystone students based on pre- and post-testing show a 12.3 percent increase. This compares with a decline in scores for students in control classes.

Replicability

Students in Keystone classes receive more problem sheets, more quizzes, and more tests than students in regular classes. Teachers spend additional time writing additional quizzes and tests, but this is balanced by greatly reduced time though computerized grading. Keystone classes are not identified in the class schedule, and Keystone students receive no additional office hours, no additional class time, and no special review sessions. Thus the results of the study can be compared with results achieved in other classes. Equally important, Keystone classes can be operated within current budget constraints with resources already available at most colleges.

Conclusion

Remedial mathematics programs constitute a large portion of the curriculum at post-secondary institutions across the nation. At Daley College in Chicago during the spring semester of 1999, more than half the course offerings in mathematics are remedial. Using traditional methods to remediate math skills of such students is likely to fail: it has failed these students before. The Keystone Project builds upon contemporary research in student learning to improve student performance and skills. Finally, it clearly supports and extrapolates upon the simple observation of Plato more than 2,000 years ago: training in mathematics sharpens the mind and thus produces positive results in other areas of student learning as well.

HONORABLE MENTION

Creating Win-Win Capstone Projects

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To prepare students for a total quality workplace, certain initiatives must be undertaken to ensure each student has the necessary skills to succeed. One way Anson Community College (ACC) is accomplishing this is through teaching the use of quality principles and techniques in a hands-on project environment. During these projects a premium is placed on students learning and applying the following skills[1]:

- Absorbing, processing and applying new information quickly and effectively.
- Listening and oral communications.
- Proficiency in summarizing information, monitoring one's own work, and using analytical and critical thinking skills.
- Creative thinking and problem solving.
- Self-esteem, goal setting/motivation, and personal/career development.
- Interpersonal skills, negotiation, and teamwork.
- Organizational effectiveness and leadership.

Some tasks the students encounter during the projects are job applications, reports, deadlines, periodic reviews/presentations and independent contracts. All assignments culminate in a final presentation where representatives from each group present a summary of their work and a demonstration of their final product to an audience of their peers, instructors, administrators of the college and other state officials.

In the first annual project students in the computer curriculum built and programmed a welding robot prototype. The CAD Design students were contracted to create blue prints for the robot's construction and the Commercial Art students were contracted to create an advertising campaign and marketing proposal.

In the second annual project students designed, built and created advertisement for a programmable robot prototype that would transport palletized goods throughout a warehouse. However, this project was different in that additional curricula were involved. From the Job Vocational Readiness class a student[2] was "hired" to work as part of the computer curriculum team to build and program the robot. The Electrical Wiring class was contracted to wire the robot and the Carpentry class was contracted to build a model of the warehouse in which the robot would demonstrate its capabilities. The project was featured in the local newspaper.

The third annual project involved several curricula: the project emulated the proposed 2005 NASA Mars mission, including development of a programmable robot rover, a scale model of the planet's surface and a rocket to deliver and retrieve the rover. Students from the CAD Design class created working drawings of a space shuttle and a Mars probe rocket. Additionally, a model of the Mars probe rocket was constructed from which a robot rover could demonstrate its capabilities. Carpentry students were contracted to create a frame for the model Mars probe rocket. Electrical Wiring students were contracted to created an electrical elevator mechanism to deliver the robot rover from the Mars probe rocket to the planet surface. Information Systems - Programming students built and programmed a model robot rover with a camera and a mechanical arm for retrieving rock specimens. Accounting students computerized the "student formed" company's accounting process and GED students used the essay portion of their class to write about how the various curricula participated in the project.

The lead instructor for the project submitted a proposal concerning the project to the League for Innovations in the Community College and was invited to lead a forum at their Innovations '98 international conference. While there he demonstrated the rover's capabilities.

This project year is shaping up to be very exciting. Due to the widespread success of previous projects, several changes are taking place. The focus of the projects has changed because local businesses have asked to participate. Additionally, there is an increase in the number of students becoming involved.

The new focus centers on the desire to create win-win situations for all those involved in the projects. Local businesses, seeing the quality of work performed by project students have asked for students to help solve their technological problems. During the projects, students receive credit for required classes along with valuable work experience and the businesses gain a solution to a technology-related problem without the cost of labor.

The increase in students has created a need to expand the number of projects. This year there are four projects:

- Telecommunications Project - A successful local company, with eleven branches in various states, has agreed to allow a student group to solve one of its telecommunication problems. The company desires to be able to conference with all of its sites to improve the way meetings are conducted and reduce barriers to communication.
- Website Project - A local apparel business, wishing to expand their marketing and customer service capabilities, has agreed to allow a student group to create a website for their company.
- Smart-House Project - A local company who deals with innovative technologies for homes and businesses has agreed to supply the students with the technology they need to build a scale model of a computer automated home. Additionally, the students are conducting research to determine the market for such homes in our area.
- Database Project - The ACC Corrections Education department is currently using an antiquated database to keep track of their class offerings and students. The student group is analyzing their current system and designing a new one.

The lead instructor for these projects submitted a proposal to the National Institute for Staff and Organizational Development and has been invited to lead a forum at their 1999 international conference. While there he will demonstrate many of the above project's final products.

In summary, it is no longer enough to simply believe that excellence is the state of being the best at what you do. Today, excellence can only come through the continuous use of quality improvement tools and techniques that bridge the gap between what we offer our customers and what they really need. For ACC, this excellence is achieved through the use of hands-on projects.

[1] Source: Workplace Basics: The Skills Employers Want, American Society for Training and Development and U.S. Department of Labor, Employment and Training Administration, 1988.

[2] The student, Fermin Gomez, after participating in the project decided to further his education. He will graduate this semester (Cum Laude), with a degree in Information Systems - Programming.

SECTION I PROGRAM ENTRIES

"Experience" Into "Institution"

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Beginning in 1979, the Criminal Justice and Social Sciences Departments made a joint decision to extend the borders of the classroom for those students who were either required to take American Government or who had already taken the course. With this decision in place, we (my supervisor and I) organized the first of over 20 trips to Washington, DC, for a group of 45 students plus two (now four) advisors.

Over these 20 years, Alamance Community College has changed, the student body has changed, and Washington, DC has changed. The trip still lasts three days, Thursday through Saturday; we still stay at the same hotel; some of the activities are still the same; but the entire "educational and cultural experience" has matured into a college "institution!"

The group has seen the President jogging next to the White House; we have met with a Supreme Court Justice; we visit the Central Intelligence Agency, the Capitol, the Archives, the Botanical Gardens, the Smithsonian, the various monuments, memorials, and other special places. We have had briefings at the State Department and the Pentagon, as well as tours. We have toured the Federal Bureau of Investigation Training Center at Quantico as well as laid a wreath at Arlington National Cemetery.

As you can see, our experiences have been many and varied. So too have our student groups. In the past twenty years, we have made 22 trips (missing only Fall 1991 during Desert Shield) with approximately 1,000 students who can be described as follows:

1. Ranging in age from 17 to 72;
2. Approximately one-half had never been to Washington, DC, before (and probably over half of those had never been outside North Carolina);
3. Studying criminal justice, commercial art/graphic design, social services, college transfer curriculum, business administration, early childhood education, information services, to mention a few areas;
4. Including our international students over the past five years from the program Youth for Understanding,

At the time we began these trips, no one else from the College had ever taken students on an extended visit to another area. In fact, something we laugh about now, many of our colleagues believed that our idea would not be approved. Of course, it was and to this day we believe that this experience has altered the perception which many students have of the school. To have left the state for the first time for many, to have visited our nation's capital for the first time for many, to have had the opportunity to meet government officials, including a Supreme Court Justice, all of this has broadened the horizon for hundreds of individuals.

During the past 20 years, colleagues from other institutions have asked us to share with them what we have done and how we have handled the arrangements. While it is true that we used major bus companies and travel agencies at first, with the exception of the government visits, today we make all the arrangements ourselves. We utilize a small, local bus company; we work directly with the hotel management, and of course we make all the necessary calls to the agencies we visit. Our local Representatives and Senators have also been of great assistance, but the bulk of the work has been done by us. Those colleagues who have also planned similar trips have found, as we did, that self-planning is far superior to having others involved.

What have the students retained? In addition to the briefings, tours, visits to various government and private institutions, they by their own admission have grown as individuals as well as students. Many go back with their families, or with another student or two, and find that without our trip they would not have enjoyed the experience as much. Many come to us even before the next school year begins to find out if they can go back—and probably 20-25 percent have made the return trip, sharing their prior experiences with the new students and thereby enhancing the experiences of both groups.

We firmly believe that what we have done - and plan to continue to do - have provided the students of Alamance Community College with a special, unique experience. After all, isn't one of the goals of education to provide for the intellectual as well as personal growth of the individual. This we are convinced we have accomplished with our trips to Washington, DC.

Learning Alliance: A Model First Year Student Success Program

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The Allan Hancock College First Year Student Success Program is a one-year program created for students who seek an active, personalized college experience. It was designed to improve the persistence, retention, and transfer rates of first-year students.

Research clearly indicates that the first year of college is a critical period during which students are most likely to withdraw from higher education. According to a recent survey conducted by Noel-Levitz, at least one-half of all students who drop out of college will do so during their first year. In fact, according to this survey, "fostering student success in the freshman year is the most significant intervention an institution can make in the name of student success." We at Allan Hancock College were experiencing the same dropout rate of first-year students. At least 50 percent of our first-year students did not return the following fall. These poor persistence and retention rates are in direct contrast to the self-reported educational goals of these entering students. Most stated that they were interested in obtaining a bachelor's degree. So, not only were we losing our first-year students, but we were also experiencing a low transfer rate. Out of an enrollment of over 2000 full-time and 6000 plus part-time students, we transferred 200 or so students each year. As an institution, we knew that we had to address the high dropout rate of first-year students and increase the number of students who transfer within a reasonable time. The First Year Student Success Program was created.

We accepted 65 first-year students—students who had earned fewer than 18 transferable college units and who were eligible for transferable English or the English course one level below—into FYSS. We offered them guaranteed general education classes at prime times; inclusion in a strong support network of fellow students and instructors; personal interaction with specially selected instructors; "connected" classes with integrated topics and assignments; a complete program to prepare them to transfer in two years; assistance from the FYSS office and other campus resources such as the Transfer Center; and introduction to Internet tools.

Fall semester 1998 students enrolled in a set of connected classes: one general education course, such as Film 101 Film as Art and Communication or Philosophy 105 Ethics; Personal Development 110 College Success Seminar; and the appropriate English course. The instructors distributed one integrated syllabus for the general education and English courses, which included shared reading and writing assignments, group projects, and combined class activities. The PD 110 course, designed just for this program, provided students with the required resources for success: developing a student educational plan, learning the ins and outs of transfer requirements, managing time, money, and information, learning to be learners, and staying healthy. The instructors of these learning communities met frequently to discuss successes and problems, to review assignments, and to revise activities where necessary. Students learned very quickly that if they missed the general education class, they needed to be ready with the reason by the time they reached their English or PD class. Students also persisted in these classes since dropping one meant dropping the other two. Students enjoyed getting to know well a particular group of students. By taking classes together, they made new friends, formed study groups, attended campus events, and planned their own joint activities. With the coordinator of the Transfer Center teaching a PD class and serving on the FYSS oversight committee, we were able to give the students immediate advisement and assistance.

Not only were students given the opportunity to interact with students in classes, but they also had opportunities to socialize with others through the out-of-classroom experience. (Noel-Levitz's literature also stressed the necessity of intensive student contact and engagement.) Students were expected to attend at least three college events each semester. We wanted this experience to encourage students to discover what AHC had to offer in terms of extracurricular opportunities, campus life, and student services.

Of the 65 students who began FYSS, 57 completed the linked courses. The most successful learning community was the English composition and film survey. Of the 26 students enrolled originally, 25 completed the courses with a passing grade! We were less successful in the English composition and philosophy links. Of the original 39 students, 32 successfully completed philosophy and only 27 completed either English course.

For spring semester 1999, 66 students enrolled into two communities: English 101 Freshman Composition or Speech 102 Small Group Communication, Sociology 120 Race and Ethnic Relations, and Personal Development 304 Time to Transfer, or English 101 or 103 Critical Thinking, Psychology 101 Introduction to Psychology, and PD 304.

Our plans for fall 1999 include three communities. Two are rather traditional—two levels of English and American history, and the other is two levels of English and drama. Both include the PD courses. The third community places developmental students who scored in the upper half of the assessment but still not high enough for placement into the transfer level into English 101 along with other transfer level students. These students will be required to take a reading class as well as the general education course History 119 California History.

Our oversight committee worked hard to market the program. We created a video featuring the fall students who extol all aspects of the program. Our counselors and instructors visit the area high schools, show the video, and talk to these students about our program. We mail letters to the parents of the high school juniors and seniors. What has been truly rewarding for the students is to observe the interaction between the instructors or among the counselors and instructors. We—instruction and student services—are working together to offer our students the opportunity to make a positive transition to college life and to be academically successful.

Creating a Climate for Teamwork and Problem Solving

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As part of a major curriculum revision within the Computer Aided Design Program, a course titled Team Problem Solving was created as a capstone course. The central course purpose is to create real world problem solving situations requiring higher level thinking in a team-oriented format. The basis for this approach is grounded in and adapted from the Bloom Taxonomy of Educational Objectives. Bloom's taxonomy creates a hierarchy that classifies the cognitive skills of Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation in ascending order of difficulty. The categories can be further delineated as follows:

Knowledge	Objectives that ask students to recognize and recall facts and specifics.
Comprehension	Objectives that ask students to summarize or paraphrase given information.
Application	Objectives that ask students to use information in a situation different from the original learning content.
Analysis	Objectives that require students to separate the whole into its parts, until the relationship among elements is clear.
Synthesis	Objectives that ask students to combine elements to form a new entity.
Evaluation	Objectives that ask students to make decisions, judge or select based on criteria and rationale.

The Team Problem Solving course focus is on the last three categories: Analysis, Synthesis and Evaluation.

The course delivery system is project oriented. Students select a major project that involves considerable complexity and demands dedication and commitment on the part of both students and instructor. Last year, students broke the Guinness Book of World Records for the world's largest tricycle which was over 23 feet tall—an accomplishment that earned them a special citation from the Governor's office. The tricycle was featured both locally and nationally with coverage on television and in numerous newspapers. The tricycle was also featured in the *Weekly Reader* which is nationally circulated. The previous year's class designed and built "The Bridge to the 21st Century" with the bridge deck constructed with over 4,000 paint stirring sticks. The three bridge competitive design teams were all lead by women. The mayor, also a woman, tested the bridge by walking across it with local television cameras recording the event. Considerable effort has been made to give women opportunities for leadership roles within the Program in general, and in particular, the Team Problem Solving class. Another class designed a system to transport the teacher safely to the ceiling—a distance of 24 feet. This project involved deciphering 97 pages of OSHA requirements and dealing with safety and liability issues within the college. The current class is designing and constructing the world's largest radio controlled model aircraft in an attempt to break the current Guinness World Record. The wing span is currently estimated to be around 40 feet.

The initiative is student centered and requires active learning. Students begin the class with no money, no tools, and no place to construct the project. The tricycle was originally financed by borrowing money from a bank. The bank had never loaned money to a class before. The instructor underwrote the loan after the class affirmed their commitment to the project. Various fund raisers, community and industry donations were vehicles for repaying the loan. Students create their own grading system, policies, procedures and rules within the framework of the college. Students are directly involved with establishing and controlling budgets, obtaining publicity, dealing with safety issues, in addition to the actual design and construction on the project.

The initiative encourages practical research and community involvement. Students realize that it is impossible to be successful without obtaining college support and assistance from the local community. Individuals within business and industry serve as consultants, judges, and financial supporters. Preliminary designs are presented to a panel of experts selected from the local community. The design judged to be the best, based on pre-stated criteria, is selected for further development and final construction.

The initiative introduces friendly competition to increase performance. Students design teams compete with each other in the classroom and classes compete in order to equal or out-perform past classes. Attempting to set a new world record also plays a significant role in the motivation of class members.

The initiative redefines the classroom and the role of both the instructor and the students. The instructor has three distinct roles within the structure of the class. First, the instructor becomes an active participant, as a class member, volunteering to perform various tasks. Secondly, the instructor assumes the role of facilitator and coach. The coaching role involves sharing experiences from past classes engaged in team projects, as well as encouraging, reassuring, and motivating the class as a whole. Thirdly, the instructor is granted the power to veto proposals that are judged to be detrimental to the success of the class project or involve safety considerations or liability concerns.

Curriculum initiatives of this type can be adopted/adapted by other colleges by controlling the complexity of the project and modifying the instructor role. Prior to selecting a project, students perform a skills inventory to determine the class skill profile. The instructor provides a list of projects that the students can choose from with opportunities to add to the list. Students choose wisely given the class skill profile and the time constraints of the project. Creative instructors can modify various elements within this approach to serve their own particular situation. For example, class procedures and policies can be handled using a more traditional approach.

Past classes have been extremely successful even though the standards are exceptionally high and the risk of failure is ever-present. Completion of the project is the major determining factor for success. Students do not view the course as a college class; instead it becomes an opportunity to prove themselves, create lifelong memories, and accomplish what many view as the impossible.

The Wilson Project: Information Literacy As A Life Skill

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The Project

Belleville Area College is a comprehensive community college, comprising both transfer and vocational/technical courses of study. Sometimes the instructors and the students in vocational and technical programs do not use the campus libraries, under the impression that the library is intended and suitable only for the use of transfer classes in writing term papers and the like, and that it has nothing to offer the technical student. Not only can the library and its services be useful to vocational/technical students, but in learning about library services and how to access them, the student is learning a portable skill which will aid him in information-seeking all of his life. Gone are the days when a trade learned in youth was practiced for a lifetime without change—today's students will change jobs many times, careers more than once, and will need to upgrade skills often.

This project is the result of an initial collaboration between Bill Wilson, Coordinator of the Air Conditioning, Heating, and Refrigeration program at the College and Jan Zuke, Librarian at the College's Granite City Campus to deliver information literacy instruction to students as early as possible in their college career. It has been taken up by Dr. Harold Johnson, Coordinator of the Administration of Justice program, and we hope soon to bring it to other areas, eventually expanding into the transfer areas, where there is no comprehensive library program to catch every student.

The assumption underlying this project is that all students should have information-seeking skills to help them in later life as well as in their college career. The problem identified is that many students learn these skills late in their education, if at all, and many never learn them, handicapping them in today's world.

The solution attempted is to target vocational and technical classes first, expanding to all programs in the college, to develop a library introduction package that can be presented in designated entry-level classes across the college. This package can be generic but can be customized to fit materials in various programs or courses.

We have accordingly developed a two-piece module of about an hour and a half each:

- The first part is an introductory tour of the library with demonstrations of how to use library facilities to find information with a focus on the class or program. For example, the introductory-level class we are targeting in the Air Conditioning, Heating, and Refrigeration program is an electronics class, so we examine information and questions in the area of electricity and electronics. Emphasis is placed on the concept that this is a skill students will use, probably in the public library, later on—in fact, a job skill.
- The second visit to the library focuses on teaching the student how to get information the student will need immediately after college in seeking employment or transferring to another college:
  1. For the transfer student, information on colleges, articulation information, college admission, and financial aid.
  2. For the student going directly into the work force, learning what information is available for help with career information, job seeking, resume development, interviewing skills, local employment information, industry and company information. The student learns to view the library as the intermediate point between course work and getting a job. We have combined this visit with a short presentation by the College's Career Placement staff, in which they explain that the program may be used by the student not only after graduation for placement in his field (and thereafter for life), but also while he is still in school for help getting a job to help finance his education.

Instructors sometimes resist a program of this sort, stating that they do not have time to spare from the teaching of basic skills. Our answer to this is that information-seeking is a basic skill which will give your student the understanding he probably does not have of how to get the information to make him a better student now and that this skill will last for life. We have found that many people do not have any idea what resources are available to them, and that simple exposure in this way opens a door to opportunity.

Advantages Of The Program

1. It helps the student become a more effective student now.
2. It helps the student acquire and polish job acquisition skills.
3. It helps the student develop a good approach to transfer to another institution.
4. It gives the student tools he can keep to succeed in his occupation and life.
5. The cost of this program is minimal, comprising only three hours (it could be less) of class time and the small cost of printing the library/career placement handbook.
6. One size can be adjusted to fit all. Some instructors will give input: for instance, reference questions relating to the class or program; others will use a standard presentation.
7. There is no load on the instructor after the initial input (if desired.) Thereafter, the librarian and the Career Placement staff do all the work.
8. This is a cost-effective way to pass a basic life skill on to students who may not have, but will certainly need it.

- This initiative is innovative and creative in that no information literacy program has targeted vocational and technical areas of the College.
- It could easily be adopted as is or adapted to the needs of any other college. The guidelines are simple.
- Initial success in this program has been demonstrated in two ways:

  1. Students in the first classes to come to the library have returned with an eagerness to use the library's facilities in sometimes creative ways. They retain a surprising amount of the information they have been given and take advantage of it.
  2. Other instructors who have heard of the project have become interested and asked to sign on. Improvement in the quality of assignments turned in has already been noted.

History, the Liberal Arts, and School-to-Work

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Traditionally, the History discipline as an integral part of a liberal arts education has been taught with no direct connection with the world of employment. It has been felt that the teaching of history within a well-rounded liberal arts education was sufficient justification in itself for a baccalaureate program. There was a fair degree of elitism residing within this concept that such an education prepared anyone for any type of employment without having to expose the students to the world of work.

Black Hawk College has chosen to challenge this viewpoint by recently merging the teaching of history within the liberal arts with the opportunity for students interested in pursuing history as a major to secure an internship. Black Hawk's long-standing involvement in the Tech Prep initiative coupled with a more recent commitment to School-to-Work has led the College to make a paradigm shift away from the ideology noted above. In doing this, the College has decided to answer one of the most commonly asked questions raised by history students: "What can I do with a history degree besides teach?"

The answer is: "There are a wide variety of options." As a part of a pilot program for the 1998-1999 academic year, partnerships were formed with the Rock Island Arsenal Museum, the Putnam Museum, and the Rock Island County Historical Society. Each of these three agencies agreed to offer internships for any interested and qualified history student at Black Hawk College. A letter was developed and sent to all prospective history majors to determine whether there was sufficient interest in this program. The response was extremely gratifying.

This led to a grant being written and funding secured from the Quad-City and Tri-county Vo-Tech Regions based on advice received from the Illinois Quad-City Chamber of Commerce so that one of the College's history professors could do job-shadowing at each of those three agencies. Hence, the teacher could and did become intimately familiar with the types of duties an intern would be expected to perform. Now, history interns have begun to be placed in these agencies. Everyone involved with this new project is very excited about it.

Service Learning Infusion and Innovation

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Classroom Initiatives Background

Service learning is a concept that is gaining attention within American post-secondary education. There is a desire to connect institutions of higher education with their communities, accentuating their role in promoting corporate citizenship. Service learning appears to be a means of connecting these institutions with the broader social environments while maintaining the academic integrity and mission of these institutions. Service learning also engages students in promoting their involvement in the surrounding communities and either directly or indirectly promotes their role as citizens within the boarder community.

Origins of Service Learning Initiatives

Service learning activities at Black Hawk College (BHC) which have been initiated by Dr. Bruce LeBlanc attempt to not only expand the scope of service learning opportunities within his classes; but through the use of unique curriculum initiatives attempt to integrate service learning throughout the College.

Dr. LeBlanc has integrated service learning into his courses since the late 1980's. He has required a comprehensive service learning project in his Contemporary Social Problems course since that time. Dr. LeBlanc also felt the need to continue to integrate and expand the nature of service learning within the classroom curriculum. The first demonstration activity involves providing a certification training workshop that culminates in a service learning project. Dr. LeBlanc is a Certified Moderator Trainer for the Environmental Issues Forums, an educational activity of the North American Association for Environmental Education. The service learning project involves the students completing an eight-hour E.I.F. Moderator certification workshop. Students individually, or in pairs, must then conduct two community-based forums regarding environmental issues and write a final reflective paper.

The second and third service learning initiatives were developed because of an identified need within a grassroots HIV/AIDS prevention agency with a staff of one. The agency, The AIDS Prevention Partnership, provides street outreach education to the previously unserved populations of the homeless, addicts, and sex workers. The third initiative involved the development of a topic and population specific two-credit course to train students to work at the AIDS Prevention Partnership (APP). The course culminated with the students engaging in street education with the targeted populations. The third activity, integration of service learning within controversial courses, also involves an activity in support of the AIDS Prevention Partnership. Students in a human sexuality course can submit an application to attend an eleven-hour HIV/AIDS training workshop. Selected students will complete a service learning project at the APP. The remaining students will be given the opportunity to engage in community based educational activities. One pedagogical innovation is the substitution of the workshop training for a required project paper. The second innovation allows students who complete the APP service learning experience to substitute that learning opportunity for the second required project paper.

The fourth initiative involves the development of a service learning course, which will be instructed and coordinated by Dr. LeBlanc. The course will be utilized by BHC faculty who wish to integrate service learning into their curriculum without direct responsibility for its implementation. Faculty will be encouraged to add a service learning project as an adjunct to their present curriculum to promote the integration of learning. They will refer students to Dr. LeBlanc's course. The students will earn one credit hour for the service learning course. The final paper will be shared with the primary course professor and utilized within that course as determined by that professor.

The fifth initiative involves the development and delivery of a service learning course for student-initiated service learning projects. This initiative recognizes that students can control their educational experience through involvement in service learning projects that are undertaken in conjunction with a college course, but independent of the course requirements.

Both the fourth and fifth initiatives are being coordinated through an innovative division of the College, the Associate in Liberal Studies (ALS) curriculum. The ALS curriculum is viewed as nontraditional within the college and thereby is capable of being innovative, while retaining academic respect and integrity within the campus environment.

Markers of Innovation

The first objective is innovative through its use of the certification of students within a national training program. Achieving this status adds a level of credibility and recognition to the service learning activities of the students.

The second initiative is innovative through its attempt to address a particular need within an agency within the community. The course curriculum was guided in part by the nature of the work of the community agency. This cross integration benefited both the students and the community agency.

The third initiative is innovative in its attempt to integrate service learning into a generally controversial course, human sexuality. Although the initial service learning project dealt with the "safe" topic of HIV/AIDS, consideration is being given to expanding the range of topics for workshop training and community based educational activities.

The fourth initiative is innovative in that service learning opportunities will be provided to college faculty through the complete support of another faculty member. This option is designed for faculty who may have little understanding of service learning or may not have the time to undertake service learning projects.

The fifth initiative is innovative because students are able to enroll in a service learning course and self-design a service learning activity that they will integrate into their degree.

Finally, the fourth and fifth initiatives are innovative as they use a division of the college, the ALS curriculum, to implement service learning within the entire college. Some faculty may be resistant to incorporate service learning projects into the "traditional" curriculum, viewing these activities as not academically rigorous.

The use of a division of the college that traditionally involves innovation allows for service learning within the college and across curricula without perceptually "compromising" academic integrity.

Summary

Service learning is a pedagogical alternative that is gaining in popularity, albeit slowly. The classroom, and college, initiatives of Dr. LeBlanc at Black Hawk College provide a reference for innovative quality service learning initiatives that can be replicated at other institutions.

Cabrillo's Gateway to Success

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Introduction

Just over three years ago Cabrillo's Vice President of Instruction offered a two-year incentive of $1000 per department to increase success and retention. This incentive covered the implementation of a Basic Skill Plan that several departments had been researching and discussing for almost two years entitled the Gateway to Success Program! Based loosely on several past and ongoing programs at universities and California community colleges, this program increased success rates as high as 20 percent and retention rates as high as 22 percent. Well researched and full of enthusiasm, this program enabled students over the past two years to come to school labeled "high risk" and go on to become successful, mainstream students.

Engineered to keep the most "at risk" students in school, this interdisciplinary program offered students who scored in the lowest basic skill levels in math, reading, and English a chance for success, through extra instructional aid, lots of support, and many enticing "goodies." These students were scheduled into four core classes (English, reading, math, and Counseling & Guidance) with their respective four labs (three credit, one noncredit). As extra incentives and opportunities for success, the students received peer tutoring, a catered lunch—complete with linen, theater and concert tickets, and free access to sports events. In addition, each student received a notebook and calendar and other essential supplies.

Methods

Students took all four required classes and labs. Additional instructional assistance came directly from the instructors. Each instructor committed two hours a week beyond class and office hours. In addition to this instructional time, telephone calls and sometimes, home visits were performed. These teachers met every three weeks to discuss students in the program.

In addition, each of the four labs had peer tutors—students who helped the students (now former Gateway students play these roles). Researched thoroughly, the use of peer tutors in a college setting was an essential component for the ensuing success. This resource proved as successful at Cabrillo as it had at any other college.

While planning the proposal, the use of "learning blocks" or "learning communities" was examined. Research results in these areas were mixed. Most research was done in the areas of secondary school and had insignificant findings of success. However, as proposal writer, I recalled the strong support and camaraderie that occurred in the teaching methods classes at the University of New Mexico where I taught, and I felt that this familiarity and bonding of peers was quintessential in the success of these new and high risk students. The guess proved correct. In the qualitative research conducted, questionnaires completed by the students at the end of the semester supported that being together with the same students daily provided peer bonding and support.

The catered luncheon was a huge success. Always attended by more than 90 percent of the students, this was a special day with guest speakers (former Gateway students) and attending VIP's from the college. The luncheon was generally a major event in keeping students in college. After this gala affair, students begin to see what we have been telling them all along, that they are special.

Results

The statistical results proved that the Gateway Program to Success was a success. Results were not only seen in student retention and success, but in other ways that have illustrated the strength of this program. Some are measurable with raw data, while other areas are not as obvious.

Students from the Gateway Program found it to be easier attending regular classes after the rigid demands of Gateway than other second semester freshmen students. They appear to carry over their habit of studying in groups and using the many tutorial assistance programs we have at Cabrillo.

Study skills was another area that students took with them after graduating from the Gateway Program. Time management and organization were better developed and applied than by students in the comparison group.

Interestingly, the Gateway to Success Program also provided the participating instructors with renewed enthusiasm. Several instructors and I were surprised at the fact that our retention and success not only increased in our Gateway classes, but in all of our other classes as well! Perhaps we did not want to feel that we were giving more to some of our students than we were to our others. Whatever the reason, the program not only proved worthwhile to the students but worthwhile to the instructors as well.

Cabrillo recognizes that this was a unique program, and though these students fared better than their comparison group (students not in Gateway who assessed into and took basic skills reading, English and math), we wish to measure the long term effect on these students' schooling. Long term retention, acquisition of certificates, transfers, etc. are now part of the Gateway to Success measures of success. Informal results are available, and appear to justify the time invested in the students. The first group of students is about to graduate from Cabrillo! One of the Reading Center's strongest original Gateway student is on to San Jose to become an English Instructor. Another student who had dropped out in his second semester is back in school, and so on. There are many success stories, but none more successful than the knowledge that Cabrillo made such a difference in the lives of its Gateway students.

Future

Future funding will come from grants and other special program funds. Discussions are ongoing about extending Gateway into a second semester program. Other community colleges with large grants have done this, including our namesake, the Gateway Program at San Jose Community College. Their program is larger and includes many other components, but we can claim equal success in numbers and outcome.

The results not only included the success of the students but the interdisciplinary cooperation of the instructors, the college staff, and the student tutors. Renewal of the joy of teaching, and the desire to excel and to grow as a professional and academic are also byproducts of this program, and for that alone, we are successful.

The Paired Course Initiative at Cape Cod Community College

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Paired Courses: The Beginning -1995

Paired courses are different from traditional course offerings in that they require students to enroll in two or more courses simultaneously. In the fall of 1995, three paired courses were offered at Cape Cod Community College. The Introduction to Business Cluster paired developmental reading and writing with a college level business class. This cluster was developed to address the high attrition rate of first semester business students. The Math/Reading pair was designed for students anxious about math who also had difficulty reading and interpreting word problems. The Communication pair emphasized to students the parallelism between oral and written communication.

Paired course instructors "team taught" these pairs, planned interdisciplinary assignments, visited each other's classes, and met as much as possible to discuss students' progress. Professors of these pairs also met monthly as a group to share problems and concerns and to lend support to each other. A paired course booklet was published in the spring of 1996 to serve as a resource to faculty interested in developing their own class pairs or as a model for faculty who may teach one of these pairs in the future. Included in this booklet is an introductory faculty questionnaire, course syllabi, examples of interdisciplinary assignments, student and faculty evaluations and end-of-semester quantitative results.

In the spring of 1996, the college debated whether or not to evaluate this one semester pilot, since the sampling was so small (40 students) and the duration of time (one semester) was so short. However to satisfy our own curiosity and to put closure on questions asked of us, we decided to compile the results of successful fall 1995 paired course completion rates and spring 1996 retention rates.

We discovered that, in most cases, students who enrolled in a paired course tended to achieve a higher level of academic success than students enrolled in the same course taught by the same professor that was not paired. This finding was especially significant with first semester developmental students. In addition, developmental students who enrolled in a paired course in the fall were more apt to register for spring 1996 semester courses than developmental students enrolled in the same course taught by the same teacher that was not paired.

Other benefits to students surfaced that could not be as quantitatively measured. Students developed strong bonds among themselves, supported each other, and tended to work more collaboratively. Students often commented on how accessible the faculty seemed and how interested their teachers were in their individual success.

Paired Courses Ongoing: 1996 -1998

The positive correlation between paired courses and student success encouraged Cape Cod Community College to offer additional paired course offerings. In the fall of 1997, two new paired courses were offered. The Critical Reading Connection paired English Composition I with Critical Reading, encouraging students to read, write and think critically across the media. The Basic Reading and Writing Cluster grouped the neediest Cape Cod Community College students, providing them with ongoing group support and an additional lab hour focusing on grammar review.

About this time, news spread about the paired course initiative at Cape Cod Community College. Faculty presented at state conferences and at academic roundtables on campus. Soon a feature article appeared in the local Cape Cod newspaper, *The Register*. After that, the College's own newspaper, *The Mainsheet*, also reported on this developing campus curriculum initiative.

In the fall of 1998, two additional paired courses were offered to students. Both of these offerings paired a college-level content area class with a developmental college reading and study skills class: General Psychology was paired with a section of College Reading and Study Skills, and Police and Court Systems was paired with another section of a developmental reading and study skills class. Both of these pairs emphasized the transferability and application of study skills to a real college-level content class.

A formal study is now underway evaluating the success of 1997-1998 pairs and a new Paired Course Curriculum Guide is being compiled with publication slated for spring 1999.

Paired Courses: The Future

Initially, Cape Cod Community College expected students to attain higher grades by enrolling in paired courses. However, we soon discovered that the greatest benefit to students enrolled in paired courses was their growing connection to the college and to each other. Student persistence rates and student retention rates improved as students learned together, studied together, interacted on a social level, and better yet, supported each other.

Community colleges are commuter campuses. It is very easy for students to drive in, take four courses in a row, and then drive back out fours hours later without connecting to anyone or anything. The paired course initiative at Cape Cod Community College hopes to address this feeling of student alienation through the offering of paired courses.

Students Gain Information Technology Experience Through "On-the-Job" Coursework

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Students like 28-year-old John McWilliams and 21-year-old Kelly McLeod are experiencing the real stress of working in the information technology (IT) field through a number of "on-the-job" opportunities that are built right into their course-work at CCCC.

The Student Help Desk (SHeD) is one such example. It was developed by IT students for fellow students who use one of the campuses' open computer labs.

"Students do better if they have a real application, instead of a pretend situation," said CCCC IT Professor Judy Thomason, who developed and implemented the idea for her students.

Recently, students in Thomason's classes experienced project-based learning to complete a number of major tasks, including planning, designing, implementing and operating the student help desk.

"I get a lot of on-the-job training," said McLeod, who also works at CCCC's help desk for college employees. "It's a real challenge working at the help desk. It's very busy all the time."

Thomason's classes also created a database called the Equipment Tracking System for use by the college's Technology Services Department. Students talked to the customer to find out what was needed, did an inventory of equipment, developed the database and entered the first round of data before turning it over to the customer.

For over 15 years, Thomason has been using the project-based learning concept. Her classes have created many database programs to help solve problems faced by various college offices. For instance, one class recently computerized the college theater's box office ticketing process.

"I stay awake late at night thinking up these projects," said Thomason. "You've got to take some risk and be creative."

A new class has also been designed at CCCC called "Virtual Technologies" that will be the college's framework for a simulated IT company. "This is not a standard class," said James Fowler, director of CCCC's Technology Services Department. "The lab is an internship in the college's Technology Services Department. Once a student attends the first class it will be as if he or she has just been hired by the company."

The on-the-job stress level will reflect that at a real company said Fowler, who will teach the "Virtual Technologies" class. "Like most colleges we have a huge number of customers and not enough staff to adequately meet their needs. This may actually be more stressful than at an actual IT company," he joked.

Through a grant from Microsoft Corporation, CCCC now offers both entry-level and advanced IT programs that may result in industry and academic certification. Entry-level students have the opportunity to receive A+ industry certification and a 21-credit Information Services Technology certificate upon program completion.

Those who complete the entry-level program may continue to the advanced program leading to a variety of specializations. The advanced level outcomes may include MCSE (Microsoft Certified System Engineer) and other industry certifications as well as academic credit and an associate's degree.

Local businesses are a critical link in these programs as many students may possibly do internships or cooperative education at these companies. More importantly, the students may eventually become employed by these companies.

Integrating General Workplace Competencies Across the Curriculum

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The Secretary of Labor's Commission on Achieving Necessary Skills has surveyed employers to identify general workplace competencies which are necessary for success in any job. These skills involve (1) identifying, organizing, and allocating resources; (2) practicing interpersonal skills by participating as a member of a team, teaching others new skills, serving clients/customers, exercising leadership, negotiating, and working with diversity; (3) acquiring and using information; (4) understanding the complex inter-relationships of systems including monitoring and correcting performance and improving or designing new systems; and (5) working with a variety of technologies. At City College of San Francisco we are integrating these competencies into the general academic, transfer curriculum as well as into vocational programs and noncredit basic skills classes. We are also making sure that the students understand the transferable nature of the skills they are developing and strengthening.

This is the middle of the fourth year of the VATEA funded SCANS Project at CCSF. Disciplines which are participating are Accounting, Anthropology, Art, Asian Studies, Automotive Technology, Biology, Chemistry, Child Development, Computer Information Science, Economics, Engineering, English, English as a Second Language, Environmental Horticulture/Floristry, Film, French, Graphic Communications, Health Care Technology, Health Science, History, Hospitality, Hotel and Restaurant, Humanities, Interdisciplinary Studies, Japanese, Latin American Studies, Learning Assistance, Music, Nursing-Registered, Nursing-Vocational, Pharmacology, Philippine Studies, Psychology, Spanish, Speech, Theater Arts, Transitional Studies, and Women's Studies. Nearly ten thousand students have enrolled in classes in which they identify and practice these competencies while covering the designated subject matter.

The project began in '95-'96 with eleven instructors. The project expanded during '96-'97 to involve twenty-eight instructors from nineteen departments. During '97 and '98, twenty-nine instructors participated and this year, '98-'99, thirty-one instructors are involved. Each of these instructors incorporates the competencies into all of the sections of at least one of the courses he/she is teaching. Plans are beginning to be made for the fifth year of the project.

The fall semester of each year is the time for planning. Each year 10 or 12 SCANS instructors continue in the project acting as official mentors to those new to the project. Those instructors who are not assigned as mentors continue to incorporate the SCANS skills into their courses and are available to serve as SCANS resource instructors when needed. The latter group gives presentations at conferences, meetings and other colleges. The mentors and the instructors new to the project meet monthly as a group to share ideas, chose the specific skills to be integrated into each course in question, refine the process of this integration, make necessary revisions in the course syllabi, and visit each other's classes. These required monthly meetings provide important opportunities for the instructors to learn teaching strategies from each other and to build cross-department collaborations.

The spring semesters are the semesters for implementation and evaluation. The monthly meetings continue giving instructors the opportunity to share the successes of the changed teaching and learning processes in their classrooms and to work together to solve problems which may have occurred. Student input is sought through the use of two questionnaires, the results of which are compared. One questionnaire is administered at the beginning of the semester and one at the end. The questionnaire verifies that students can identify the general workplace skills they are practicing and that they understand their transferable nature. In addition, student focus groups are conducted late in the semester. The students were extremely positive in their reactions commenting consistently on the practical nature of the SCANS skills, their increased use of technology, the feeling of camaraderie within the classroom, and the feeling of responsibility they have developed for the success of their education.

Instructors also participate in the evaluation of the project. Each instructor is asked to submit a short paper commenting specifically on their opinions of SCANS as a concept, the amount of the influence the incorporation of SCANS had on course content, the changes the instructor made in the way the course material was presented, which of the changes he or she would continue and which would be discontinued, observations of students' responses, any measurable differences in student performance and retention, and any suggested changes in the mentoring process. As a result of the evaluation process important improvements have been made in the project each year, but it must be noted that the faculty evaluations have been overwhelming positive.

Those of us involved in the CCSF SCANS project are proud and enthusiastic. We feel we are helping students to take charge of their learning and prepare for the future. At the same time we are re-motivating experienced instructors as well as building confidence in and providing skilled mentoring to newly hired instructors. The incorporation of workplace competencies into courses such as Advanced Japanese, United States History, Music of Latin America, Western Cultural Values, Asian Humanities, Spanish Literature is unique and extremely effective. The opportunity for instructors to work with peers across disciplines, both academic and vocational, is extremely valuable and all too rare. The positive energy and mutual respect in the monthly meetings is almost palatable. We are convinced we are on the right track.

Classroom Assessment

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Classroom assessment activities at Columbia-Greene Community College evolved in a "grassroots" manner enhancing student and faculty participation in college life. The evolution of classroom assessment at CGCC has resulted in an understanding of both classroom assessment and research, which although based on the work of Cross and Angelo (1993), is especially suited to small rural community colleges. Classroom assessment has been defined as activities which appraise student learning prior to an exam or course evaluation. Classroom research has been described as a systematic investigation of the variables impacting student mastery of course content (Angelo and Cross, 1993; Cross and Steadman, 1996). CGCC, as an institution, has used these definitions to conceptualize classroom assessment as techniques utilized by individual faculty to develop and judge the efficacy of their classroom learning environments. Faculty life has improved because classroom centered accomplishments and faculty expertise have been acknowledged and shared.

The genesis of classroom assessment at CGCC began when approximately five faulty read Angelo's and Cross' book. These faculty formed a discussion group. Administrative support was shown by allotting small ($300.00) stipends to participants of this discussion group. The tone of this discussion group was supportive of reflection and experimentation. The only requirement was the obligation of faculty to share either their thoughts about or attempts at classroom assessment with their peers. Members shared their reflections and attempts at faculty meetings. Students' positive reactions became evident in courses where classroom assessment was used. By the end of the first year faculty participation grew from 5 to 19 of the 45 full time faculty.

In year two, the faculty discussion group divided into three distinct groups with different topics of inquiry. One group focused on classroom assessment in practice disciplines such as nursing and automotive technologies. Another group focused on classroom assessment on traditional "lecture" type courses; while the third began to explore classroom research. An additional information session was developed for adjunct faculty (about 10 to 15 percent of adjunct faculty participated). Participation in classroom assessment and research activities became evidence of "good practice" and an element of the tenure and promotion process. In addition to sharing classroom research and assessment experiences at faculty meetings, the first of two in-house publications was produced. All members of the college community were impressed by the quality of scholarship in this work. A call for classroom research proposals was issued. The college sponsored faculty presentations about classroom assessment and research at national conferences.

Last year, the college began to encourage classroom research by funding 5 studies. Disciplines involved included Nursing, Sociology, Economics and English. The groups continued and adjunct faculty were encouraged to participate. A second publication was produced. Faculty, via a local consortium, began to share experiences with peers of other colleges and universities.

CGCC efforts are relevant to other small colleges because this initiative was begun by the faculty with administrative support. The entire faculty has been influenced by classroom assessment and research. Faculty collaboration has greatly increased and resulted in scholarly activities. Intuitively, the results of classroom assessment activities have been used to enhance student retention. More than half of the students at CGCC are exposed to classroom assessment and research activities. Students have become, and demand to be "active learners." This application presents CGCC as a successful "case study" in the development of classroom assessment and research initiatives.

Angelo, T & Cross, K.P. (1993). Classroom Assessment Techniques: A Handbook for College Teachers. San Francisco: Jossey-Bass Publishers.

Cross, K.P. & Steadman, M.H. (1996). Classroom Research: Implementing the Scholarship of Teaching. San Francisco: Jossey-Bass Publishers.

Allied Health Modular Learning Hierarchy

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The Community College of Baltimore County (CCBC) is a recently merged, three-campus suburban public college located in Baltimore, Maryland. The Catonsville Campus is the largest campus and is located on the west side of the county. The other two campuses, Essex and Dundalk, are located on the east side of the county with about 30 miles separating the east and west sides. Chancellor Irving McPhail has initiated a Learning First Strategic Plan which will guide this multi-campus system into the 21st Century and transform it into a learning-centered college. One of the core precepts from the Chancellor's Learning First Strategic Plan mandates that the Community College of Baltimore County "create a community in which ideas about learning can be exchanged openly and collaboration across campuses and among academic programs and student support services will promote student learning and success." In an effort to comply with the Chancellor's directive, Continuing Education Allied Health faculty and Office Technology credit faculty at the Essex and Catonsville campuses respectively collaborated on an initiative to design an Allied Health Modular Learning Hierarchy and obtained a mini-grant to fund the proposal. The proposal is a three-year plan which, when fully implemented, will expand offerings for medical career/allied health training programs for both credit and continuing education arenas and will increase student access to these offerings county wide.

The U.S. Bureau of Labor and Statistics has placed medical offices and health care facilities among the top ten industries expected to generate the largest number of new jobs through the next decade. Ninety percent growth is projected for medical office assistants. Other job titles identified for growth include medical coder, medical secretary, medical transcriptionist, hospital unit secretary, medical billing clerk, and patient advocate. Therefore, availability and accessibility of training in these career fields would need to increase in order for CCBC to present a skilled workforce to the Baltimore County business community, a community which houses many major allied health employers. As one of the largest educational systems in Maryland, these employers will undoubtedly look to CCBC to respond to this employment demand and to ready a population of highly trained and skilled individuals.

Having identified these environmental trends as increasing the demand for training across Baltimore County, faculty from the non-credit Allied Health program at the Essex Campus and the credit Medical Office Assistant program at the Catonsville Campus met to discuss ways to capitalize on the strengths of two existing but different programs, Essex offering a non-credit, traditionally taught program more clinical in nature and Catonsville offering a credit, self-paced program with a more administrative, front-office focus. The idea of the learning hierarchy is to design a curriculum in 8-week rolling modules based on identified career titles so that students can build modules to individualize their training package and ultimately their career goals. The first module will include basic skills and will be traditionally taught, and the last module will include a career planning and externship experience with job placement assistance available. Other modules will be open entry/open exit, thereby providing the flexibility that traditionally defined community college students need to successfully meet their educational objectives. Both credit and non-credit students would be able to enroll in any class with the only difference being their individual educational goals and the administrative procedures they follow to enroll. A credit student from the Catonsville Campus who is pursuing an A.A.S. degree in the Medical Office Assistant curriculum successfully completed the clinical component of her program in the Fall 1998 semester by attending two non-credit classes at the Essex Campus. The combined objectives of the two non-credit classes at Essex matched the objectives of the credit clinical class which had not been offered during the semester in which the student needed to complete it in order to meet a prerequisite for another class. This arrangement prevented the student from losing a semester, and she will now graduate in May 1999 rather than having to wait until December 1999.

There are many administrative and budgetary details yet to be worked out as we continue to develop this program. However, the initiative was funded because of its effort to create a partnership between campuses by defining areas of both commonality and uniqueness in two tangential programs and by bringing these programs together in an organized and educationally sound fashion to promote student learning across many populations while responding to the needs of area employers.

Writing Program

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The Writing Program at CCBC-Dundalk has been undergoing continuous improvement for many years. It is both broad and deep, serving transfer and career students and offering them a variety of opportunities to acquire the writing and thinking skills they will need in college and university courses and in their careers. There are two main facets of the program, a required composition course sequence and optional courses and writing support services.

The Composition Course Sequence

The required program offers two levels of developmental courses, and two college-level composition courses, as well as elective courses in business writing, technical writing and creative writing. In recent times, the program has achieved an impressive integration of services, involving cooperative and coordinated efforts by a number of individuals across a number of campus organizational units.

All new students are assessed, using a computerized instrument, and placed into the writing course sequence accordingly. A writing sample reassessment (designed and scored by English faculty) is available for students whose original placement is in any way dubious. An in-class writing sample is also administered during the first week of the semester, allowing faculty members to advance students who demonstrate the requisite skills in class. These assessment and placement activities involve the coordinated efforts of personnel from admissions, academic advising, counseling, learning support services and the English Department.

Once placed, students' pursuit of the writing program is supported by the Writing Area of a comprehensive Learning Center, staffed by professional and para-professional teachers and tutors 63 hours per week. Students at the first developmental level take a 4-credit hour equivalent course which includes a two-hour per week laboratory component. The lab portion supplements instruction with various modalities, including computer-assisted instruction. At the second developmental level and in Freshman Writing, classes have regularly scheduled time in the center, where they are administered a diagnostic grammar, mechanics and usage pre-test. This is used to produce individualized prescription sheets. Using a variety of tutorial, auto-tutorial and computer-assisted learning opportunities in the center, they proceed through a series of mini-tests on their identified areas of weakness. Students are required to demonstrate a specific level of competence on a post-test by a specified point in the semester as one part of the exit criteria for their course.

Students in Freshman Writing all receive their primary instruction in a networked classroom that provides high technological support for the development of writing and thinking skills, including Internet access for World Wide Web research assignments devised by their instructors. The software program used for this portion of their learning is highly interactive, enabling students and teachers to create various kinds and levels of communication, and to post either teacher or student generated work for various purposes. In addition, a totally on-line section of Freshman Writing is offered.

The final course in the required composition sequence, Composition and Literary Forms, is taught in a traditional classroom and does not require regularly scheduled time in the Learning Center. However, students in this course may choose to access the support of the Writing Area in the same ways available to all other students on the campus.

Optional Writing Support Services

This across-all-curricula, walk-in support for writing improvement is the second major facet of the campus Writing Program. The Writing Area of the Learning Center is open to students the same 63 hours per week, Monday through Saturday, on a walk-in and by appointment basis for writing assistance of any kind in connection with any course (or for help with resumes and application materials).

There is at least one professional writing teacher in the center at all times. Some of these hours are staffed by regular, full-time members of the English faculty, who are working there on-load. Others are filled by adjuncts, with at least a master's degree, some of whom are employed only in the center and others of whom are also teaching English classes.

The professionals are assisted by a cadre of para-professionals, each of whom has at least an Associate degree. The entire operation is overseen by a Writing Area coordinator, a regular member of English faculty who has this position on-load.

Through the Learning Center, the Writing Program extends its support for student writing development in a number of ways. For example, any individual faculty member from any discipline may collaborate with the staff of the Writing Area to provide special assistance to an entire class which has been given a challenging writing assignment, such as a research paper, or which needs some other kind of writing instruction. Such assistance may be provided in the Center or may involve Writing Area staff visiting the class. Alternatively, Writing Program support is available in the Center to any individual student on a walk-in basis, or by appointment. Many students take advantage of this support throughout the year.

This integration of the Writing Program across the entire campus curriculum and the availability of writing teachers to provide customized assistance to individual faculty and their students are among its creative and innovative aspects. The program is also coordinated with other academic support services for students by being housed in one large facility shared with reading and mathematics areas. The faculty coordinators of these areas collaborate to provide smooth and easy access to help for students seeking it. The Center also provides the contact point for students requesting tutors for various courses. A faculty coordinator of this service provides paid tutors to students free of charge to the tutees.

That so many different services, from initial assessment and placement to tutoring for some students well advanced in their curricula, are coordinated and brought to bear on the success of students throughout their programs is a testament to the dedication and learning centered focus of a host of college "learning facilitators." Included are persons in admissions, student services, counseling, full-time and part-time faculty, para-professionals and administrators.

Written evaluations of the various aspects of this program by students and faculty confirm a high level of user satisfaction. At the same time, the personnel involved continuously seek improvement and enhanced coordination and cooperation.

By successfully integrating such a large number of direct instructional and support services, the Writing Program at the Dundalk Campus of the Community College of Baltimore County has truly become an exemplary initiative worthy of emulation at other colleges.

The Use of Extended Syllabi to Enhance Teaching and Student Learning

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In the classroom, teachers often feel rushed due to the quantity of material that they are required to cover. Often teachers sacrifice necessary review of materials presented and more innovative teaching methods in an attempt to get the required content coverage. This content overload is perhaps the most severe in the sciences, where new discoveries are being made at a very rapid rate. I have found the use of extended syllabi in my teaching to be an innovative way to increase content coverage and instruction quality in the classroom.

Extended syllabi are basically the lecture notes for a course typed up in outline format and made available for students to purchase or on the inter-net. When I lecture, students follow along in the extended syllabus. I lecture using overheads or computer presentation of the same notes that the students have in front of them. Students follow along in the notes as I lecture, highlighting key terms and writing additional notes on the syllabus. My syllabi do not include all the notes. To help keep students attentive, I have purposely made sections of the notes and questions that students are required to fill in as they follow along in the notes. I also have built exam reviews into my syllabi that give students a list of all the terms and questions they will be responsible for on exams. This is not an abbreviated list. I have listed every important new term and question possible on these reviews. Students like these reviews because the reviews set a level of detail that the students are required to know from the lecture and the text in a field where there is tremendous information overload.

One of my early concerns with using extended syllabi was that students wouldn't attend lectures, wouldn't pay attention in lectures, or would find the lectures dry and boring. I have not found this to be the case. As I have increased my use of extended syllabi in the class room, I have become increasingly popular as a teacher. I do not read my notes to the class. I use the notes as a lecture outline, lecturing on the material in the syllabus. Students find my lectures to be very dynamic and enjoy the rapid pace of the lecture. I have not seen a decline in attendance at my lectures and have noted a marked increase in student attention in class since I started using extended syllabi. Early in the use of my extended syllabi, I was concerned that by providing the majority of the notes to students in my extended syllabus, that students in my courses weren't developing note taking skills. On course evaluations, a significant number of students have said that seeing how I outline material in my extended syllabus has helped them learn to structure their notes and take better notes in their other classes.

As I created my extended syllabi for courses, I noticed that my lectures became much better. I found I organized my lectures better and double-checked the information in my lectures. I also included pictures and diagrams in my syllabi to help illustrate concepts. Because students don't have to write as many notes, I can cover more material which allows me the time to explain the significance and demonstrate the applications of lecture concepts. Students are much more interested in materials if you explain to them or show them how the concepts apply to real-world applications or situations.

The main advantage of using extended syllabi is that because students don't have to write as many notes, the professor can lecture at a greater rate of speed. This allows the professor to cover more material and to have more time for review and other modes of instruction. Before I used extended syllabi to lecture, I always felt very rushed in lecture and rarely felt that I had the time to test or use other more innovative methods of teaching. Using extended syllabi has allowed me more time for other forms of instruction. I spend more time on review for exams now than I did when I used traditional lecture formats. I now have group writing projects in all my classes that involve in-class review of paper drafts. I also use more short video clips and video disk images to help illustrate lecture concepts. I often try new teaching methods in class that I would have avoided in the past due to a lack of time. In short, using extended syllabi has given me the time to be a much more innovative and creative teacher in the classroom.

My use of extended syllabi has also increased student learning. Because students don't have to take as many notes during my lectures, they can concentrate on understanding the material being presented. When I started using extended syllabi, I noticed a number of dramatic patterns in student performance on exams. I found that students performed better on exams. The percentage of students passing exams and the percentage of students getting higher grades in the class increased dramatically. This was particularly surprising to me because I covered much more material for each exam and required students to know more material than I did when I didn't use extended syllabi. I also found that students preformed better on questions that required them to use higher level learning skills. Using the extended syllabi, students had a better synthesis of the material and preformed better on questions that required synthesis of ideas or required them to apply what they had learned. I believe students moved to higher level learning skills more rapidly because of the organization of the extended syllabi. My emphasis on understanding the material presented in lectures allowed students to integrate information better.

I started using extended syllabi to cover background material on basic chemistry and cell biology for Anatomy and Physiology courses. Based on student requests, I expanded my use of syllabi. Student responses to my use of extended syllabi have been significant and overwhelmingly positive. I always ask students on their evaluations to tell me whether they liked the extended syllabus or not. In over six years of using extended syllabi, I have never had a single negative comment about my use of extended syllabi. Most students say they wish that other teachers used my method of teaching. Many students have said on course evaluations that my classes are the best classes they have ever taken in college. Students often describe my classes as the toughest classes they have ever taken. Another indication of how well my extended syllabi work is how rapidly my classes fill. My classes are always among the first to fill within my department.

My extended syllabi could easily be adapted by other colleges for many courses. I have already presented seminars on the benefits of the method at the Darton College fall faculty workshops and the Georgia Association of Two Year Colleges annual meeting. The use of extended syllabi is the most powerful teaching method I have ever encountered and I am convinced of its benefits.

Training in Teamwork and Leadership Practices as an Orientation To Academic, Professional, and Personal Success in College

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Students and faculty have built together a credit course that uses team and leadership training to enhance student skills for success in graduation, academic, professional, and personal work. The course is: (1) Innovative and creative in instructional method and content; (2) Easily adopted and replicated by other colleges, and (3) Correlated recently with 80 percent retention rates from Fall to Spring Semester for students participating in this course. The course is called Teamwork and Leadership Practices or COL 101.

The seven-week COL 101 course supports a plan to integrate computer technology and academics with character education, self-management, team leadership skills, and real-world workplace knowledge into our curriculum. The COL 101 course is designed to make reforms in college education that can improve first-year college student experiences. Students use Steven Covey's book, "The Seven Habits of Highly Effective People" as a training guide for interpersonal communication, self-management, and developing professional habits for success. Teachers have reported the course changes them as well as their students.

This COL 101 course builds a foundation case for our campus and other colleges to advance student success by integrating into the curricula: 1. character development, 2. academic and personal mentoring, 3. computer technology, 4. participative learning, and 5. case history based instruction.

Activities in a typical COL 101 class include:

1. Hosting discussions forums in class on case studies of people in academic, professional, and personal work; students work together to identify where they see people using examples of effective and ineffective decision making in the case history; students make and propose alternative solutions and build proactive prevention plans to resolve the case history being studied;

2. Mentoring and training students to critically judge electronic data bank information and use computer search engines to research the literature in building case studies of successful people, making confident career choices, and doing effective academic work;

3. Establishing electronic computer based discussions via e-mail to initiate more dialogs between students, teachers and other students in and out of the classroom on development, implementation and application of solutions found in case studies;

4. Forming students into separate principle investigative teams to resolve case histories. Teachers instruct by using case history methods. Students make plans in teams to identify, solve and prevent problems found in their case history. For example, they propose the best practices to avoid and minimize some of the most common typical problems in people who juggle school, work careers, and a personal life simultaneously. These teams later make class

presentations where they submit their problem identification, solution and prevention plans;

5. Providing students with project-based professional development activities; the activities are based on collaborative group exercises, classroom instruction is highly interactive instead of primarily lecture based to reduce passivity in learning and accelerate active participation in classes;

6. Involving students to work with teacher to develop methods for evaluating solutions to case studies suggested by student investigation teams in the class and field testing them; and

7. Combining student and faculty comments on formative and summative classroom assessment are used to build improvements; student and faculty input form the steering committee for improvements based on needs, solutions, strengths, opportunities and problems that students and teachers identify.

In summary, our COL 101 course is designed to be a basic leadership development course in good practices for academics, ethics, citizenship, and self-managed success. One basic ethical principle is featured in decision making. COL 101 coaches students to regularly ask one main question when planning their decision for a course of action in day-to-day academic, professional and personal work. This is:

> "How does what I am going to do show respect for me and the other persons involved?"

Fundamentally, this is a course designed to change students and deliberately change college teaching.

A survey evaluation was given to approximately 200 students. Results were tabulated. Responses from the survey indicated students were interested. They supported the course. Further, students provided the many ideas for student benefits and activities. Both formative and summative evaluations are built into the course day-by-day plans. This system of evaluation was chosen to improve student experiences with the course in mid-progress during a semester, and to better reform, simplify and replicate the course later.

Not-So-Basic Math Courses - MTH 091/092

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I sat in my office staring at the mountain of texts we were reviewing for our basic mathematics course thinking; "There must be a better way. If Susie has not learned basic arithmetic skills in twelve years of elementary school and high school using these traditional methods, why should we expect her to learn all of that now in the next 16 weeks?" That thought plus the discussions and support in our math department led to an exciting new program at our college - one that the faculty, the students, and even the deans are applauding.

In developing our program the math department knew what we wanted - even if we had no idea how our goals would be achieved. We wanted a math course that did more than just review ideas and algorithms the students had seen before but had forgotten or never learned. Yes, it had to develop arithmetic skills in our students but we wanted more - much more. We wanted the students to get involved in the math around them, to see where it is used and how it benefits their lives. We wanted a course in which the students would see some historical information so they could develop some appreciation for the development of mathematics. We also wanted the students to develop critical thinking skills and thus improve problem-solving skills. We wanted a course that helped the students develop a sense of responsibility for their success at college but also recognized that many of these students needed assistance with developing study skills, time management skills, group interaction skills, and other life skills essential for proper completion of college courses. Lastly it had to be one that allowed students to progress at a rate that both met our time constraints but also met their need to progress quickly through topics that needed little review and slowly through areas of greater difficulty. It seemed like a dream course, but many great achievements start with dreams.

We began by looking for alternative delivery methods that would recognize the various skill levels of these students and allow students to progress at varying paces, thus achieving one of our goals. The alternative delivery system we wanted had to be more than drill and practice; it had to be easy to use and it had to capture the attention of our audience.

After months of searching we stumbled across the Lifetime Library Learning 2000 software. This is an "economical" package that could be adapted to the needs of our institution and our students. It is a series of CD's that includes pretests, lessons, and posttests for most topics that would be covered in a basic math course. The company prepared for our school a special startup CD so that our students could work on these CD's in class, in our computer lab, or on their own home computer. Each student has a disk that stores his records so both the instructor and the student can track the progress in terms of competency and time spent on the computer. The lessons include video clips as well as written explanations. The student can read explanations or listen to them, whichever best fits the student's learning style. But best of all, Learning 2000 is an excellent program for conceptual development of arithmetic and pre-algebra skills for adult learners. The mathematics is presented in a context that helps the student connect mathematics to everyday life; thus it captures the student's attention. The series looks at mathematics logically and demonstrates that using logic enables the student to solve problems in a variety of ways. Many of the problems are multiple-step problems and require that the student gather information from a variety of areas in order to solve the problems. This helps develop critical thinking and problem solving skills. Another nice feature is that the student takes responsibility for completing the assigned sections, taking the tests when he is ready, and deciding if he is satisfied with his level of performance. If he is not satisfied, or has not met our minimum level of proficiency, he may review the lesson and then retake the test. Because the test reports the number of correct responses without indicating which ones are correct, the student must then reconsider each problem and convince himself which problems are correct and which need changes. This feature alone is a powerful learning tool. Recognizing that this program met many of our requirements, we then compared the content that we wanted to be in our course with what the CD's offered. As we selected appropriate CD's we noted which areas were very well done and which were weak.

It was obvious that while this program could be a good foundation for our course, it alone did not do everything we wanted.

Since we knew that not all of our students had home computers we felt it was also necessary to choose a textbook that had practice problems and some explanations so that students could work on their math even when they did not have access to a computer. We also wanted the book to be strong in the areas that the CD's were weak so we could "teach" those topics in a more traditional setting. Finally we realized that if students feel a part of group there is a greater success rate, so we created several lab activities. These are group projects to be completed in class that take the math they learn a little farther. For example, in one we explore why people developed a number system and how math has changed over the years. In another we look at solving problems using a series of multiplication and division problems. We come back to this same problem in a future lab and help the students see that they can do it much easier using ratios. After purchasing the Learning 2000 software, selecting a book, and completing the labs, we felt we had a program we were eager to try. So we implemented it the summer of 1998.

What, as an instructor, do I see happening in this course? First I see students spending much more time on task without complaining. I see students explaining their thought processes as they work through the problems. I see students realizing how much they have learned and expressing a desire to learn more. I see students accepting responsibility for what they have learned or not learned. I see students developing self-confidence and pride while doing math. I see students excited about learning mathematics.

So what will the future hold? We are just beginning to see rewarding spin-offs from this program. Recently we were able to retain students who could not take our scheduled class sessions by allowing them to take this basic math as an independent study course using our tutoring center as a resource center for help with the CD's and the group activities. We no longer have a difficult time staffing this basic math course because now we recognize the widely varying skill level of this group and have an effective method of dealing with it. Data collected indicates that an incredible 91 percent of those students that complete MTHO91 with a "C" or better and subsequently enroll in MTH092 also complete MTH092 with a "C" or better. We are now actively looking for a comparable type of software that we can integrate into our algebra classes. While I am sure that our program will continue to evolve, I am equally sure that what we are now enjoying at the basic math level is one dream come true.

Earth Algebra

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At Flathead Valley Community College, college algebra is the math course that is required to graduate with an A. A. or A. S. degree. It also meets the general education math requirement for students who transfer to a 4-year college. Finally, it is a prerequisite for calculus for all students who do not test into calculus. Therefore, it must satisfy the needs of the majority of our students. This is a very diverse group of people in terms of math preparation, present and future math needs, personality, and interests. Is it possible, or even likely, that one math course taught in a traditional manner will adequately fit most of the intended student audience? In my opinion, the answer is no. One alternative is to offer a different math course that is intended to meet the needs of part of the original audience. Another alternative is to offer a college algebra course that is taught in a nontraditional manner. Several years ago, I discussed the latter alternative with the other math instructors here. The result was that we proposed, and I taught, a college algebra course that covered the same topics but in a different way.

What is this alternative college algebra course like? I still present some topics in a traditional lecture style and give traditional algebra exams, but I only give half as many. I have added about 10 group projects that students work on together in small groups during class and for which I require one written report per group. Each project takes about two class days and is similar to a physics or chemistry lab. There is also a comprehensive final exam that has a traditional part and a project part. The average of the hour exams, the average of the reports, and the final exam each make up 1/3 of the student's final grade. We use graphing calculators extensively in this course but not exclusively. This remains a math course.

What have I learned from teaching this course throughout the past several years? More than 90 percent of the students attend regularly. I get favorable student comments. Students who are willing to work and attend class succeed—always true—but I have a much higher success percentage now which I attribute to the fact that more students attend regularly and do the work. Students in this nontraditional course perform as well on traditional algebra questions as the control group of traditional algebra students (ANOVA, $p < .001$). However, traditional algebra students aren't able to do the projects that my students do. Students who do well in this nontraditional course also do well in calculus and students who do average or below struggle in calculus. I also enjoy this style more and I plan to continue teaching college algebra in this non-traditional manner.

FVCC Honors Symposium

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When accreditation expressed concern that our college was not providing enough academically stimulating experiences to challenge the more advanced student, the college brought back a successful program dropped a decade earlier because of budget constraints. The Honors Symposium program was re-designed and re-instituted in 1992, and this new and improved program is re-inventing itself annually. We are now beginning to plan the 10th annual FVCC Honors Symposium. The program has more than proven itself over the years, and is poised for yet another exciting change.

Providing honors students with academic challenges in the more traditional sense (honors sections of existing courses, or an honors course for honors students) was not a practical option for FVCC. With about 1000 FTE, something more innovative was called for. So rather than spreading the "honors" experience over the whole semester, it was decided to try and arrange for something extra-special to happen on a one-time basis, and to invite honors students to participate.

For the first four years, we took honors students off campus on an all-expense-paid retreat at a local resort and spent the weekend with a facilitator, often a university professor, and immersed the students in an in-depth analysis of some previously chosen topic. We had budget enough to support about 30 students, and the response from students was overwhelmingly positive. However, those students who were denied participation were not especially pleased with the exclusivity of the program and it became evident that we needed to make the experience more inclusive.

The fifth year we organized a 14-part lecture series, given mostly by our own faculty and a few outside experts, and we invited the entire student body as well as the community, to participate. Average attendance was nearly 100 at each lecture, made up of students, college faculty and staff, and interested community members. In addition, the honors students could earn credit by offering the lecture series as a part of an honors course which extended the lecture topics into class discussions, papers and readings. This format was so successful, it was repeated for several years with different topics each year.

The first several symposia involved mainly our own faculty as speakers, and later other faculty from neighboring universities were invited to campus to speak. It was not long before we were inviting not only professors to speak, but also authors, politicians, businessmen, artists, judges, physicians, legislators and others from all across the country. Budget was a continuing dilemma.

One year, for example, the topic was Tolerance and Intolerance, and we used the book "Night" by Elie Wiesel as a text for the honors course. But the exciting thing was that 22 instructors adopted this book as a supplemental text in 55 classes involving more than 1000 students, including courses in psychology, speech, English composition, marketing, education, economics, human services, drama, journalism, music and others.

In another example, rather than spreading the lectures and activities over the entire semester, we organized two full-day workshops and invited numerous speakers the same day. This time, the proponents and opponents were there together at the same place and at the same time. Essentially, we organized our own college sponsored educational mini-conferences, something we as professors are used to attending, but students are not. It was an exciting event for the campus, and for the community. There were two topics chosen that year. One entire day was devoted to the Right to Die issue, which coincided with the US Supreme Court's decision on this issue that following summer, and two weeks later another day was devoted A Fair Trial, which coincided with the O.J. Simpson trial. The topics were current and relevant. The conversation was expanded. Opponents heard each other. The atmosphere was civil and informative. One speaker, during the Right to Die discussion, asked how many had changed their minds today. Few hands. Then he asked how many had learned something new about the other side. Nearly all hands went up. Success.

Topics over the years have included: The Future; International Relations; Technology and Democracy; What is a Human Being?; Tolerance and Intolerance; A Conversation About Communities; Bioethics-Who Lives? Who Dies? Who Decides?; A Fair Trial And Justice for All?; Character Counts-Ethics in Everyday Life; and, The Divided States of America. We have heard from more than 65 speakers over the years, and have touched thousands of people in the community in addition to the many students who have benefited.

Our goal was to provide the more advanced student with academic challenges beyond the traditional classroom, and to expand the conversation over a wide variety of topics. Our original goal was reached, and in addition, the entire college community has benefited from the vast array of expertise that has paraded through our lives here on campus that would otherwise never have happened. The exclusivity has been retained, in that honors students are individually invited to participate and earn credit. And the inclusivity, by opening parts of it up to all students and the community at large, has enriched the symposium in untold ways.

Currently, discussions are under way to expand the annual Honors Symposium to somehow embrace the larger concept of an Honors College named for a significant donor. An Honors College at a small school such as FVCC is an uncommon thing to see. We would like to continue with the successful annual symposium, but also include a more traditional honors concept, as well as possibly host a resident scholar for a semester or year. There seems not to be a shortage of pertinent topics to choose from, books to read, and experts willing to come and express themselves. The past 10 years has been a wonderful experience, and the next 10 promise to be even better.

Teachers as Tutors, Students as Writers, Computers as Tools: A College-Wide, Freshman Writing Program

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Florence-Darlington Technical College requires all degree students to complete English 101 (Freshman Composition) by participating in a full-term, writing workshop utilizing computer word processing. Every class meeting occurs in a computer lab and teachers provide tutorial instruction as students write. Although the process-based writing approach has long been recognized by the vast majority of writing teachers as the most effective method, its implementation has been difficult. Traditionally, students spend class time discussing rhetorical and grammatical principles and models of good writing (often drawn from literature), are given a writing assignment, and return the assignment on a specified due date. There is no opportunity for individual tutoring, and the process approach is often confined to a separate "writing lab," independent of the course itself.

The computer has allowed the process approach to be implemented full-time. Although there is certainly some class time spent in discussion, our Freshman Composition class is almost exclusively a writing class. Students spend their time writing as the teacher provides individual assistance. Of course, some writing must be done outside of the classroom, yet with a well-designed syllabus and appropriate class size, the teacher is able to spend time every week with each student—process teaching at work. The FDTC English labs consist of 24 computer workstations, a class size allowing both for instructional manageability and scheduling to accommodate all students. Ours is the only college in South

Carolina in which all degree students participate in a full-time, full-term writing lab for all sections of Freshman Composition.

In addition to the computer being the key to a successful process-approach writing program, it has broadened the scope of Freshman Composition, allowing teachers to incorporate relevant, contemporary, professional writing skills into the Freshman Composition syllabus. The primary focus is still upon basic principles such as establishing a thesis, researching a subject, developing the idea, and using example, drawing a conclusion. Yet students also learn document formatting, text insertion, incorporation of graphical or tabular elements, and searching and using information from the Internet and information databases.

Fiscal considerations may seem a major hurdle to an institution's being able to establish such a program college-wide. However, if an institution has in place an academic computing plan which includes regular lab upgrades, an English lab can be created with the "obsolete" computers no longer suitable for computer-intensive curriculum programs. Core writing skills require only a simple word processing application. Additional skills can be incorporated as the lab is incrementally upgraded.

Surveys have been administered since the program's inception in 1993. Student satisfaction has been overwhelming. In addition to the obvious love of spell checking and editing features, students comment that writing in no longer a chore, that the computer helps them "think," and that they are able to "see [their] writing evolve."

In the past two years, the majority of students entering Freshman Composition come with at least fundamental computer skills. They expect to be able to use the computer in their academic work, and they expect their courses to be relevant to their needs. Coupling the use of computers with writing has created for our students a new sense of relevance of what we writing teachers have long known to be a key element in their academic, professional, and personal success.

Agricultural Business Training Program

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The Agricultural Business Management Training Program represents the first statewide delivery of business training programs for the agricultural community in Massachusetts by the community college sector. The program represents the linkage of the Massachusetts Department of Food and Agriculture with the state's community colleges through this contract award. The agricultural business training curriculum was initially developed by the University of Massachusetts. It includes a turnkey in entrepreneurial business planning called NxLevel, which is presented with additional agricultural materials. The program includes an ongoing agriculturally focused curriculum development process ranging from smaller scale process changes for the program overall to the development of specific material for topics within the agricultural marketplace. These curriculum development topics currently include agritourism and aquaculture.

During 1998-1999, Greenfield Community College is offering the 12-15 week Agricultural Business Management Training Program in four locations in Massachusetts: Martha's Vineyard, Greenfield, Lee, and Orange. These locations represent an island off the cape of eastern Massachusetts, the South County of the Berkshires in Western Massachusetts and two locations in the State's most rural Franklin County. Up to fifteen farms are chosen to participate in each program. Each farm or agricultural enterprise participating in the program is expected to complete a business plan. Participating farmers also receive free technical assistance in business planning related functions.

Entrepreneurial training is widely offered by many community colleges across the nation, often in cooperation with area economic development organizations. Much of the focus of the agricultural business management training program involves the development of local business resources with agricultural expertise. In addition to widening the participant's personal network of local farmers, the program provides structured off-season time to develop business and financial planning skills. As part of the class presentation and overall program development participants are introduced to a series of speakers and to a network of technical assistants who can work with agricultural enterprises in legal, financial, marketing and especially the overall business planning and development process.

The provision of agricultural business training by the community colleges represents a major new initiative for Massachusetts.

Breaking Barriers And Building Bonds Between Disciplines

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Holyoke Community has been running a highly successful Learning Communities program for six years. Learning Communities provide an alternative to traditional college course offerings by connecting courses often perceived as unrelated. In an LCO, a common theme or purpose is used to link courses and provide coherence, rather than subject matter alone. Despite the diverse range of LCO offerings, they share two common goals. First, they integrate various subject areas and demonstrate the connections among them. Second, they strive to build both academic and social communities of learners. In Learning Communities, faculty teach together, while students learn cooperatively and collaborate on assignments.

Learning Communities serve a particularly important purpose for the students of commuter colleges. Such students do not usually have the same opportunities to develop connections as do students in residential colleges. Learning Communities can provide them with a more consistent and cohesive social and academic group than traditional classrooms. This enhances the classroom climate by breaking down barriers and building bonds, not only between disciplines, but between students as well. Learning Communities also strive to generate a more equitable equilibrium of power in the classroom. In the Learning Community classroom, both professors are present for the combined class period, sometimes teaching together and sometimes taking turns.

When one professor is conducting the class, the other is sitting among the students, asking questions or offering comments along with them. The professor posits him or herself as a learner as well as a teacher. In the Learning Community classroom, the professor is no longer simply the sage on the stage. Students see that learning is a lifelong process. This is an important revelation for younger students and an important validation for older ones. At Holyoke Community College, surveys reveal a high rate of student satisfaction with Learning Communities. Students find them stimulating, pedagogically sound and rewarding. They particularly appreciate the integration of disciplines, finding that it allows them to make connections across the artificial walls that academia has erected for so long.

Learning Communities also compel professors to confront their pedagogical practices and to change, refine or adapt them to the particular demands of this type of classroom. Professors have, in the process, found different and dynamic ways to teach and new and exciting texts to teach from. They have learned to cooperate and collaborate in much the same manner as the students, and they have learned from observation of each other's successes, failures and frustrations in the classroom. Many professors have integrated their syllabi and assignments and have taken an honest look at their grading philosophy and practices.

Examples of successful Learning Communities at Holyoke Community College are "Changing Perceptions, Changing Realities," integrating Art History and Western Civilization, "Unity and Variety in Science and Literature," integrating Biology and English, "Dead White Men: The Great Books of Western Culture and their Critics," integrating Philosophy and Government, "Once Upon a Time: Narrative and Narratology," integrating Topics in Electronic Media and English, "Gender and Madness," integrating Abnormal Psychology and Women's Literature and "Connexiones," integrating Computer Mediated Communication and E.S.L.

Enrollments in Learning Communities are burgeoning and excitement is growing, among both students and faculty. The initiative has received strong support from the Administration and the program has been the recipient of N.S.F., N.E.H. and FIPSE grants. Members of the Holyoke Community faculty, administration and staff, who are involved in Learning Communities, have attended a national institute hosted by the Washington Center at Evergreen State College in Olympia, WA and presented at conferences around the country. The program has required deans, professors, librarians, professional staff, advisers, educational planners and counselors to come together and cooperate. The Holyoke Community College program has carried out a number of evaluative self-assessments, which have revealed that student retention is higher in Learning Communities than in traditional classes, and all indications are that there is also a high rate of student success. Faculty are proposing new and intriguing combinations every semester and students are being drawn to them. The energy is flowing. Moreover, Holyoke Community College has taken a leadership role among colleges in Western Massachusetts in serving as a model and mentor for such programs.

Computers, Office Skills and ESL Job Training Intensive Program

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Introduction

The decline in the number of factory jobs in New York City has greatly affected immigrants whose low levels of proficiency in English had made the factory one of the most accessible forms of employment. In the spring of 1996, the Swingline factory, located two blocks away from LaGuardia Community College, announced it was moving its operational base to Mexico. Approximately 450 factory workers will lose their jobs by May 1999. Since funding for the re-training for these workers is available under the Trade Recovery Act, the Department of Labor and the local Worker Career Centers contacted LaGuardia's Division of Adult and Continuing Education, requesting that appropriate curricula and retraining programs be developed to meet the needs of these, and other, dislocated workers.

The English Language Center's Computers, Office Skills and ESL Job Training Intensive Program was designed to address the need for a retraining program for adults with limited English proficiency. Enrollment has increased by 200 percent since the program's inception in May 1996. Of our current 102 students, 75 percent have recently lost factory jobs; the remaining 25 percent of the student body consists of clerical workers seeking to upgrade their skills.

The varied academic and employment backgrounds that students bring to this program serve to create a stimulating learning environment in which students can share experiences, and encourage each other to set, and progress towards, their personal employment goals. We are submitting this program description in application for the AACC Exemplary Initiatives Awards Competition in the category of Exemplary Initiatives in the Classroom.

The attributes which demonstrate the exemplary nature of our classroom initiatives are:

- The curriculum addresses the needs of dislocated factory workers with limited English proficiency, currently an under-served population.
- Curriculum and classroom activities encourage independent learning and are based on authentic office tasks.
- The faculty's administrative and/or business experience enables them to teach students authentic and current American office practices.
- Discussions with employers, faculty and students ensure that the curriculum remains relevant and effective.
- The systematic approach to getting feedback from students allows teachers to shape curriculum to the abilities, needs and goals of their students.
- Varied assessment techniques help teachers and students measure progress towards goals.
- Faculty monitoring of students' progress towards curricular goals ensures that goals remain realistic, challenging and achievable.
- Program effectiveness is measured through scores on objective tests and skills inventories as well as attitudinal surveys.

- Drop-in hours at the language and computer laboratories make it possible for students to work independently and at their own pace.
- A supervised internship available to qualified students helps them gain needed experience.

Curriculum Design, Faculty and Assessment

Consisting of four 120 hour cycles per year, this non-credit certificate program has an integrated curriculum, designed so that students learn basic office, customer service, and computer skills while they are developing their English. Many of our faculty come from the business sector, and are therefore able to provide students, and the program, with exposure to real and current American office practices.

We have found that appropriate instructional materials for our students, particularly those in the lower levels, are unavailable or inauthentic. Therefore, the faculty collaborate on developing materials and activities that will replicate as closely as possible the kinds of real-life tasks that students will have to perform in an office. With the goal of having students develop the behavioral, communication, critical thinking and problem solving skills they will eventually need, and which have been cited as essential in the Secretary of Labor's SCANS report, classroom assignments require students to think through how they would approach a task, identify different steps in the process and the kinds of resources and knowledge they would need. Students are encouraged to become independent learners, seeking answers to their questions in the available computer manuals or reference guides. Group projects help students develop the communication and inter-personal skills needed for productive teamwork.

Assessment activities are scheduled for each week of the cycle so that students and teachers keep a realistic eye on their progress. Mid-cycle, teachers hold individual meetings with students to review their development. Students keep a portfolio which both teachers and students use to evaluate progress towards the curricular goals. Students also use these portfolios to compile examples of work they have done to present to potential employers.

Included in the final assessment of student work are teacher ratings and comments on students' competence in the kinds of skills that employers have identified as being most essential characteristics of successful employees: e.g. initiative, problem-solving skills' team-work, etc. Norming sessions ensure that standards are maintained.

Upon completion of the program, qualified students are placed in supervised internships at local area businesses. Students complete postinternship evaluations, noting that the internships are extremely helpful because they provide opportunities to practice and develop skills learned in class, but under the pressures and time constraints usual in the business world.

In this era of declining factory jobs, this program has enormous relevance. The most important factors for success in future efforts to replicate this approach are:

- Consulting with business leaders, employment counselors, students and faculty provides information necessary to developing curricular goals that are realistic and will provide students with the skills they need to get and keep jobs.

- Selecting faculty who bring knowledge of current American business practice and mores into the classroom helps to ensure authenticity and provides students with an opportunity to practice the language skills.
- Assessing students' changing needs ensures that the students are in a program which can help them meet their goals.
- Utilizing a variety of measures to obtain feedback from students ensures that classroom activities and projects are helping students to progress.
- Supervised internships give students an opportunity to make the transition from school to work.
- Thorough monitoring of program outcomes and post-program surveys ensures that the curriculum goals are achievable, relevant and challenging.

Information Literacy and the Community College

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LaGuardia Community College's demographics are as follows: in the 1997 entering class, 37 percent of our students were native born while 63 percent were foreign born. Our student body is two-thirds female, one-third male; 37 percent Hispanic, 20 percent Black, 13 percent Asian or Pacific Islander, 16 percent White, 0.2 percent Native American, 4.6 percent other. The median age in fall 1997 was 23. Most of our students work, attend college, and have a family of their own which includes children. A large percentage of them are the first member of their family to attend college. In 1997, 93 percent of entering students needed preparatory courses in at least one subject area (LaGuardia Community College Data Warehouse).

The Library has a collection of approximately 83,500 volumes, 760 serials subscriptions, 3,921 audiovisual titles, and is a partial government depository library (16 percent). During a typical busy week in fall 1997, 14,234 people crossed our gate to enter the Library. Our staff is comprised of 11 professional librarians, 4 college laboratory technicians in Media, 18 full-time support staff, and 13 part-time college assistants (1997 Higher Education Data System [HEDS] report, New York State Department of Education).

Information Literacy and The Community College

LaGuardia Community College is the only one of the six community colleges in the City University of New York (CUNY) whose library department offers a three-credit course in library and research skills, and one of the few community colleges nationwide to offer such a course. The course, called "Information Strategies," was originally proposed as an unrestricted elective and approved by LaGuardia's Curriculum Committee in 1982 as LRC 101. It was re-approved as a liberal arts elective in 1988 as LRC 102.

Originally designed as an introduction to print and non-print information sources and research skills, the course syllabus has radically changed focus as the introduction of computer technology in libraries made electronic search skills essential for a "greater understanding of the information age in which we live" (catalog description). The course outline originally stressed research strategies, library access tools (such as formats, classification systems, and reference materials), evaluation of information sources, production of annotated bibliographies, and applied research. Now, in addition, the syllabus incorporates the CUNY+PLUS online integrated library catalog which was installed at LaGuardia in 1992, and online and electronic databases and reference sources, CD-ROM searching, online tutorials, and Internet research techniques.

As originally conceived, the course consisted of traditional lectures followed by application of the concepts through practice assignments. The gradual inclusion of online content in the course syllabus made it inevitable that an interactive electronic classroom would be necessary to provide effective hands-on instruction in technology to prepare students for an academic environment requiring rapidly changing, increasingly electronic, information literacy. Therefore, a major reconstruction of the library classroom was undertaken in 1997.

Prior to that date, a single terminal and projection screen enabled the instructor to demonstrate search strategies to a class that would later use public CUNY+PLUS terminals to practice. The time lost between the instruction and the students' actual hands-on activity would usually leave them in unfamiliar territory and guarantee their reliance on reference librarians for additional assistance. Internet instruction was unavailable under these circumstances. Students were given access to several dedicated Netscape terminals placed in public areas of the library, but searched the Internet in a haphazard manner using skills they had acquired on their own.

In 1997, with a gift from the CUNY Office of Library Services, seventeen Compaq Prolinea 5133 computers were installed in the classroom serving up to thirty-four students and an instructor. The computers are linked to the CUNY Domain Server for access to CUNY+PLUS and the Internet, and are loaded with several tutorials such as "How to Use CUNY+PLUS" and "LC Classification Made Easy." The instructor demonstrates using projection screens while the students try out the techniques, sitting one or two to a terminal, and an assistant or "rover" may be assigned to troubleshoot, reinforce and correct the students as they work. One-hour bibliographic instruction courses, introductory workshops and demonstrations on Internet search techniques for both students and faculty have also been transformed by the electronic classroom.

Many students have commented that LRC 102 should be mandatory, and have recommended it to their classmates. They complain about the workload but instinctively understand that the course is strengthening their academic skills and ability to prepare term papers and perform well on assignments in their other academic subjects. The course is often their first introduction to the use of computers, and it demystifies the seemingly chaotic, confusing environment of a large library. Students who start out unable to tell the difference between an author and a publisher, or a periodical title and a book title, benefit enormously from taking the course, and acquire a new array of skills and confidence in using them.

The library has recently run three sections of LRC 102 in the fall and spring semesters—one day, one evening, and one paired with a course in another department. Pairing with English as a Second Language students benefits those who do not receive credit for the ESL portion of the pairing, but get support in dealing with the technical language involved in the library's credit course, and a head start on skills they will need for other content courses. In spring, 1999, the library will experiment with pairing LRC 102 with an Introduction to Computers course.

The Library Department's faculty volunteers to teach these courses during their regular 35-hour work week. They are temporarily relieved from Reference Desk and Bibliographic Instruction responsibilities and provided with limited release time, but their workload is substantially increased. However, community college librarians who offer credit courses in information science do justice to their instructional role, professorial rank and academic status. The LRC model not only could be replicated by other community and senior college library departments, but also could be a universal offering in all undergraduate programs.

Small Fry Science: Eliminating The Fear Of Science For FirstAand Second Grade Children

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In 1992, Lakeland Community College added Small Fry Science to the Summer College for Kids (CFK) program offerings. The summer College for Kids and Teens programs serve over 1,000 youth in courses, camps and programs on campus and in the community with a goal of combining learning experiences with social and summer fun time to acquaint the youth with college. The Small Fry Science camp is open to any child between the ages of five and seven. It is not a camp just for gifted or academically talented students. The camp combines involvement of faculty and parents in its goal to take the fear out of science for young students. The camp is designed and planned to incorporate hands-on activities that are exciting, creative and relative to everyday life. By blending skills which are familiar, such as coloring, with new skills, such as developing a hypothesis, the students progress from scientific bystanders to excited critical thinking scientists.

Small Fry Camps are offered through three one-week sessions. Each week, campers investigate a new scientific area each day. Topics range from rockets, weather and fossils to plants, animals and the human body. At the end of each day, parents have the opportunity to visit the lab and witness samples of the day's activities. Parents can read about experiments in their child's daily journal, witness crystal formations or be treated to an encore performance of the day's favorite activity.

The Small Fry Science program is promoted through various means starting in mid-March. The entire summer program is promoted through a comprehensive brochure that includes College for Kids, College for Teens, Small Fry Science, and Sports Camps. This brochure is mailed to every school, from elementary to high school, public to private, in the Lake County area, as well as libraries covering a four-county area. In addition, the Small Fry camp is highlighted in a Summer Camp Guide in the *News Herald*, a Lake County newspaper which is circulated to 49,500 subscribers daily. Finally, two weeks prior to the start of the summer programs, a one-week ad is placed in various sections, again in the *News Herald*. Examples would be the sports page to highlight sports camps; NEXT, a weekly section directed towards teens; and the front page section for exposure to parents.

Overall, 6000 brochures are distributed in efforts to market the summer programs for Lakeland Community College.

One critically important objective is to find instructors such as Tony Marinelli who are enthusiastic and committed to an instructional format and delivery system that is both flexible to meet the needs of various students, while still meeting the expressed goals described in the program descriptions. Tony Marinelli, a junior high science teacher, is an instructor for this program. Tony has received awards for his extraordinary teaching efforts. He was recognized as the Outstanding Learning Facilitator in 1997 by the Lakeland College Division of Community Education. Most recently, he was awarded the Lubrizol/Lake County Science Teacher of the Year Award. Mr. Marinelli provides enthusiasm, knowledge and initiative for this program. He once said, "What better way to spend my summer than to do what I enjoy most, teaching children science?"

Camp registration is taken on a first-come, first-served basis. Waiting lists are common, and many students return for additional weeks following the initial experience. Enrollment is limited to 12 students per week per course to ensure safety and one-on-one instruction for each child. By the end of the first day of camp, Tony knows each student by name and can tell each parent what his or her child did that day.

The Small Fry Science program has led to other science initiatives for kids and teens. In 1996, College for Teens was added to the summer schedule. Tony Marinelli developed a class for teens, based on the success of the Small Fry Science camp, entitled "Off Into Science." In addition, proficiency preparation for fourth graders prepares students for their first experience with state required proficiency tests. The philosophy remains the same in all of these classes; if children can be directly involved in an experiment, use their hands, and their minds, they will learn and retain more from that program. They will also leave their fears behind, and develop a desire for more information, and "the beginning of wisdom is to desire it."

Strategic Learning Initiative

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Lane Community College's (Lane) Strategic Learning Initiative (SLI) meets the Classroom Initiative goals by improving student learning, adopting pedagogies for engaged forms of learning, strengthening incentives for continuous quality improvement, and revitalizing the connections between faculty and the learner's needs.

Capacity to accomplish systemic reform

> *The community college is an ideal place for needed education reform to begin, and that this reform must be systemic and change the basic architecture of education.*
>
> Terry O'Banion, Executive Director, League for Innovation

There is growing evidence that student learning can be improved: (1) There is significant new understanding about how people learn and their motivation to learn; (2) new technology is far from being fully integrated into education, and (3) the formats of courses and programs of learning can be changed to better meet the needs of current, future, and potentially new populations of lenders.

There appears to be a nationwide impulse to innovate and reform, but not a sure tested model for accomplishing this reform. We have seen institutions attempt redesign of administrative functions or encourage fragmentary instructional innovations with the hope that a critical mass would build up to create systemic change.

Lane's faculty and staff have been recognized many times for their innovative spirit and skill. These individual innovations, however, do not impact the institution in any systemic way. Lane framed the problem as a lack of capacity for supporting innovation at a systemic level. We chose to deal directly and systemically with instruction, the heart of the learning enterprise. We have created a vehicle, the Strategic Learning Initiative (SLI), capable of making substantial short-term changes, strategically aimed to create major long-term systemic change. Our approach can be effectively applied in other community colleges wishing to meet the challenge of systemic advancement of instruction.

Significant elements

The SLI is a faculty-led partnership with the administration aimed at closing the three gaps outlined above. It engages faculty in bringing instruction to its full potential by integrating student-learning-technology and new education formats into instruction. In addition, the aim is to create a college-supported practice of learning scholarship among the faculty to ensure that instruction remains close to its full potential.

SLI has demonstrated its significance as a strategy for engaging faculty and administration to make major systemic change in instruction. The partnership between faculty and administration moves away from "top-down" approaches. Instead the goal is to unleash the creativity of faculty to enhance student learning.

Unlike many other attempts at college redesign, the SLI is anchored in a collective bargaining agreement between the administration and the faculty union. The agreement provides stability and a structure of long-term commitment to the effort. The agreement puts authority and funds for the SLI into a predominantly faculty leadership team which also includes high-level administrators. This leadership team oversees and delegates responsibility to project teams to carry out the Initiative. This union-administration joint initiative was a bold move which has proved to be effective and has been greeted with interest by other institutions.

Project Design

SLI has launched several projects which, taken together, strengthen the learning process. These significant improvements in teaching and student learning also add to the national experience in making significant reform. The initial project areas are outlined, briefly, below.

1. Learning communities. Vast improvements in student retention and student learning is achieved through supportive, structured social interaction among students integrated with their learning. Properly secured, they also provide an invigorating and renewing environment for faculty.

2. Contact with current thinking. This develops organized, deliberate and supported contact between faculty and the current thinking of their discipline about teaching and learning, by providing faculty release-time to define, establish, and spread this contact among colleagues. Identifying how to establish this contact for 72 disciplines in a comprehensive community college is a project of substantial immediate value to colleges in general.

3. Improve faculty-student-technology structure. This examines the learning environment in terms of instructor-student, and student-student components; explores how to change this structure and its support to realize more effective and efficient learning. Pilot projects utilize efficiencies to provide a more effective learning environment and a professionally satisfying faculty environment.

4. Support for learning assessment. Each project team is responsible for assessing the project's process and outcomes. The assessment project and leadership teams, with the help of Institutional Research, Assessment and Planning, evaluates the contribution of the projects to the general systemic aims of the Initiative. SLI also requires intensive formative and summative evaluation in order to develop models that are useful to other colleges.

5. Technology infrastructure support. This develops the infrastructure to support faculty innovation and use of technology in learning environments. This involves developing a faculty-led capacity for providing training, technical and design assistance, identifying and developing appropriate software tools, and eliminating barriers to innovations and the use of technology.

6. Experimental College. The new Experimental College supports small scale experimentation aimed at improving learning. It facilitates assessment of these experiments and integrates successful efforts into the regular college program. It incubates promising innovations beyond those regularly supported and provides resources to modify institutional restrictions.

7. Faculty Connections orientation. Fall 1998, Lane began piloting a three-year faculty-led and supported orientation program for newly hired contracted and part-time faculty. The ongoing program integrates new faculty into a culture of collective responsibility far student learning. It provides an opportunity to connect with the existing faculty community, learn more about all of our strengths, hone teaching skills, and reinvigorate.

Each project is chartered by the faculty-led leadership team and funded based on its potential for overall systemic change. The initiative supports experimentation and purposefully connects the research and development component to mainstream change into the regular work of the college.

Local/Global: Current Issues as a Tool for Developing Critical Literacies

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Bill Gates—successful, prescient, relentlessly innovative, college drop-out—stood larger than life before participants at the League for Innovation's Conference on Information Technology, Fall 1998, as one who recognizes the imperative of building a philosophy of Global Education. Bill Gates, Steve Jobs, and virtually every other corporate leader, inside and outside high technology fields, know that a global perspective constitutes the difference between the wildly successful and the remainder. It is a critical literacy for the years beyond 2001. Educators have been not only less prescient, but also less willing to adopt flexible intellectual, curricular, and pedagogical frameworks in which to empower our students for the next century. Educators and administrators need to understand that the imperative of global education is, literally, the survival of our communities. Further, both groups must recognize that a truly global perspective is not only inclusive, but provides depth and intellectual rigor. That it is a critical necessity for our students. It is our responsibility as educators to make our students aware of and comfortable in the world—the global world. In 1968, when I entered university, it might have been enough for my professors to teach their discipline. That is no longer the case.

The world our students face requires that we envision and implement strategies that will produce radical shifts in intellectual perspective and pedagogical practice. Our strategies must give courage and support to those holding tight to comfortable ideas and practices, to those not yet ready to take the next intellectual step. The Center for Global Education at Moraine Valley Community College has developed a series of modules which address the what (curricular) and how (pedagogical) of this crucial critical literacy—global literacy—for the years beyond 2001. We have developed the warp on which to weave the threads of a global philosophy into a fabric of the college—across divisions, disciplines, and departments.

The Director of Global Education, working collaboratively with faculty members in the Department of Communications, led the development of three instructional modules that are designed to encourage faculty and students to think differently about disciplines, disciplinary boundaries, subject-matter, themselves, and their place in the world. Further, they are designed as a means by which members of the college community can bring the discussion of a global philosophy from the classroom into public forums on campus and in the community. While developed for Communications courses, these modules were intended, from the outset, to be usable for any course in the college's curriculum and to create an intellectual connection between what one learns in a classroom and what is occurring beyond the college.

Three interdisciplinary, cross-cultural modules have been developed to date. They are:

1. "Are There RIGHT Rights" (human rights)
2. "In Other Words" (language issues)
3. "Match-making/Making Marriage" (marriage and family)

In addition to a set of framing questions for faculty and students, each module includes three kinds of writing:

1. Short articles from current newspapers, magazines, etc. that present an aspect of the issue in a way that would elicit a strong opinion in most readers
2. Documents: primary sources relevant to the issue, descriptions of practice
3. Literature: essays, fiction, poetry, opinion pieces

The beauty of this innovation is INHERENT FLEXIBILTY. These modules beg to be adapted to the intellectual and/or pedagogical style of anyone who chooses to use them; they can and have been used to create discussions and debate across traditional departmental and disciplinary boundaries among faculty members teaching sculpture and history, physics and history, sociology and painting. These modules ask people to add to them, to continue building them, to ensure that they are relevant to events and experience—local and global. These modules could serve as a "global transfusion" or as the basis of a course syllabus. What they invariably do is to excite the intellectual curiosity of faculty and students and to encourage new patterns of thinking and discussion. Our experience has been that discussion of the issues brought up by these modules has proved a catalyst for vigorous, indeed reinvigorating discussion among faculty members leading to new ideas for their use. One faculty member wrote that using the module on human rights had contributed to the most interesting set of term papers he'd seen in years. Our modules provide the means by which to encourage a global perspective within the fabric of the college community.

The Planetarium as a Classroom

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In June 1997 Navarro College opened the Arts', Science, and Technology Center at its campus in Corsicana, Texas. The facility houses the largest planetarium dome in the state of Texas, an observatory. and space for various exhibits. Major features of the Center include a state-of-the-art "Digistar" projection system, and a 70 mm movie and laser system, providng extensive multi-media capabilities.

Traditionally, planetaria are restricted to astronomical presentations. However, Navarro College administration encouraged faculty to consider innovative and creative ways to utilize the planetarium as a classroom for other disciplines. Professional development workshops were conducted to introduce instructors to the technology and the staff at the Center and to provide training and direction as to how the equipment could be utilized for effective instruction. As a result of those sessions, several instructors developed presentations using the technology at the Center to enhance and improve classroom instruction. Examples of "Exemplary Initiatives in the Use of Technology" include:

1. Occupational Therapy instructor Anita Lane found that students often had difficulty grasping some of the uniform terminology for practitioners of that profession. Obviously familiarity and understanding of the nomenclature are basic tools students must have. Consequently, in conjunction with the

Radio/TV department at the College, Mrs. Lane produced a video of children who, while at play, were demonstrating sensorimotor activities and the concepts she was trying to teach. Rather than rote memorization of the terms, students are able to see on the 60 foot dome of the planetarium visual demonstrations of the concepts and terms. Mrs. Lane plans to downsize the video for CD-ROM for distribution to other institutions and agencies. She has found that the students' fluency in the uniform terminology has improved dramatically as a result of the implementation of this teaching technique.

2. Ag-Tech instructors Steve Thompson and Paul Bladl have utilized the technology available at the planetarium to improve instruction in their program. Navarro has a partnership with John Deere to train students to repair diesel engines, tractors, combines, and other farm equipment manufactured by the company. Although John Deere provides up-to-date equipment for hands-on training, the instructors at times find it difficult to demonstrate how to repair or replace a small part that is located inside the machine. A VCR and TV monitor are too small to demonstrate the technique to an entire class. Consequently, Thompson and Bladl produced a presentation using video clips, slides, diagrams, and still photographs to project onto the planetarium dome. The images are large enough for the students to visualize the technique they must perform or the adjustment they must make to repair the machine. In other words, this teaching method and the technology enables the student to "see through the side of the machine" and understand how it should look and function on the inside. Thompson and Bladl have found that student performances in demonstrating skills and competencies have improved significantly since the implementation of this teaching technique.

These examples demonstrate faculty response to administrative leadership encouraging instructors to utilize technology to improve teaching and learning. These instructors have shown innovation and creativity in making effective use of some unique technology and put it to use in the non-traditional classroom setting of a planetarium. The student outcomes which they have seen would support the claim that their efforts are indeed "Exemplary Initiatives in the Use of Technology."

An Interdisciplinary Shakesperience At Northeast Iowa Community College

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> *"Interdisciplinary team-taught courses will be a key element in reengineering teaching for twenty-first century learning."*
>
> James R. Davis (Internet)

Jim Brimeyer, literature instructor
Susan Troy, psychology instructor
Peter Schenck, history instructor

We three instructors at Northeast Iowa Community College in Peosta, Iowa, feel that we need not wait until the twenty-first century to begin reengineering our teaching. Therefore, we have developed and implemented an interdisciplinary course called "Introduction to Shakespeare: the dramatist, the psychologist, the historian" taught by a literature instructor, a psychology instructor, and a history instructor. We emphasize the fact that this course is team-taught, not alternate-taught. All three instructors attend and participate in each class session.

"Introduction to Shakespeare: the dramatist, the psychologist, the historian" includes the study of the plays from a dramatic analysis of recurrent themes, ideas, characterizations; an analysis of characters using classical and modern psycho-analytic theories; and a study of historical periods which form the settings of the plays. Throughout our one semester course, we study Macbeth, A Midsummer Night's Dream, Hamlet, Henry IV-Part I, Twelfth Night plus one play chosen by the students. The three disciplines provide various windows of entry into the plays as we analyze the dramatic techniques; psychological behaviors and motives of characters; and historical social, political, and religious settings which influence the plays. Through this multi-disciplinary approach, we work toward developing our students' higher order thinking skills of analysis, synthesis, and evaluation.

Our idea for combining disciplines resulted from the research of Renate and Geoffrey Caine in Making Connections: Teaching and the Human Brain, which suggests that instructors help students learn more and better when they provide opportunities for students to see how knowledge and information interacts and connects. According to the Caines, "There are several reasons why interdisciplinary teaching is important: 1. The brain searches for common patterns and connections. 2. Every experience actually contains within it the seeds of many, and possibly all, disciplines. 3. One of the keys to understanding is what is technically called redundancy. In other words, if the same message can be packaged in several ways, the receiver has a much better chance of grasping what is actually happening" (119-120).

To reach these "common patterns and connections" in our interdisciplinary Shakespeare course, we focus on a pro-active (student-centered) rather than a reactive (teacher-centered) approach to learning. We continually try to involve students through such performance-based activities as role-playing of Shakespeare's characters, through much small and large group interaction, through mini-Congressional format debates, and through mock legal trials of the characters. Students also maintain a learning journal, which is submitted twice for reaction, and they compose critical essays analyzing points of entry into the plays. The concluding assessment continues this performance-based approach as student pairs create a class presentation, including audio-visual aids, which traces and analyzes a theme which threads its way through all the plays we study throughout the course.

The three instructors continually try to play off each other's disciplines in trying to offer students a "better chance of grasping what is actually happening." While Jim offers a literary-perspective focusing on such aspects as Shakespearean plot structure, use of poetry and prose, imagery, characterization, and dramatic techniques, Peter presents a historical perspective for Shakespeare's Elizabethan Age as well as specific background for each play. For example, during the study of Henry IV-Part I, Peter offers historical research contrasting Shakespeare's depiction of Hotspur with other historical accounts, while during the study of

Twelfth Night, he presents a historical account of Queen Elizabeth's court which applies to the play.

Another way that the "message is packaged" involves Susan's use of an authentic, analytical method to connect the characters to psycho-analytic theories. Rather than presenting psychological theories then finding examples to fit them (as many psychology courses might), Sue asks students first to explore the actions and motives of Shakespeare's characters to arrive at a psycho-analytic explanation. For example, during the study of Henry IV-Part I, students assume the roles of Prince Hal, King Henry, Hotspur, and Falstaff. Other students prepare probing questions about conflicting father-son relationships to ask the student-actors in character. Then in a group counseling setting, Susan facilitates the class as it interviews the characters focusing on these conflicts. She also follows up the study of the play by constructing a contemporary scenario of father-son conflicts similar to those in Henry IV-Part I and asks students to develop means to solve these conflicts from the perspectives of both father and son.

Two other highlights of the course are attending a live Shakespearean performance of at least one of the plays at the University of Iowa or American Players Theater in Spring Green, Wisconsin, and celebrating Shakespeare's birthday on April 23 with a party at one of the instructors' homes which features a menu of Ham-let sandwiches, big MAC-beth chips, FALSTAFF beer (actually soda water), and, of course, vanilla SHAKES-peare for dessert. Students also enjoy the film version of Joseph Papp's production of A Midsummer Night's Dream at the party.

Since each instructor brings a unique style to the classroom, we found it imperative to address classroom management issues before the course began. Otherwise, as Jane Arnold and Ina Jackson state, "Any beneficial blending of talent and knowledge may be sabotaged by one partner's innocently overriding the others" (92). So we have divided classroom management tasks into thirds with Jim coordinating the daily classroom agenda, Susan tallying ongoing grades, and Peter monitoring attendance and participation. In addition, each member facilitates a group when discussions are planned, and each has assumed a Shakespearean character who has been psycho-analyzed by the class. Furthermore, each student essay and each journal is read by all three instructors so students receive three sets of feedback instead of one, and grades are then discussed and calculated by the instructors.

Mary, a 42-year-old class member, says, "I like the idea of three instructors and seeing how the three disciplines connect in each of the plays." Travis, a traditional 19-year-old student offers, "I'm not just learning about Shakespeare's mind, although he is honestly the greatest, most incredible author I've ever read, but I am learning about myself and my own mind, as well." And Thelma, an 84-year-young student, suggests, "That old Falstaff and I would make a good couple!"

James R. Davis writes, "There will be a new emphasis on making connections and on synthesizing disparate sources of information into new knowledge. Particularly important will be a sharper focus on problem-solving, on addressing difficult multidisciplinary global problems, and on meaning making, helping students to build what was once called a 'philosophy of life" (Reengineering 17) We three instructors have enjoyed watching that "new emphasis on making connections" happen in our course, "Introduction to Shakespeare: the dramatist, the psychologist, the historian. " It's turned into quite a Shakesperience !

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Developmental Math Module Project

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Initiative Is Innovative And Creative

This project is designed to meet the needs of the adult developmental math student at OCC and offers students an alternative mode for delivery of classes both for on-track students as well as "interrupted learners". Our pre-algebra class is divided into three non-overlapping teaching modules and one performance module. Mid-semester entrance and egress from modules is sanctioned.

In addition to offering alternate time packages, the project materials have been designed to promote inductive as well as deductive reasoning, to focus on presentation and meaningfulness of answers, to utilize calculator technology, and to advocate writing across the curriculum by expecting students to explain their thinking and pattern connections. We expect students to become more comfortable using calculators and computers to assist them in their studies. Extensive lessons in how to use a calculator effectively are included in the materials and in the assessment instrument. Additional project materials encourage students to become more resourceful. Students are directed to investigate campus facilities and to seek information about the campus environment as it relates to their mathematical studies. Our students work in collaborative groups as well as individually.

The project materials include a variety of different tasks and ideas, which allow for a spiraling effect. Each lesson includes pattern recognition, word problems, calculator projects and algebraic interpretations. Also included in the spiral are "mini" tasks related to the culminating project, the fourth module, which is a job performance assignment that includes following a rubric and weaves in most of the topics covered in the modules.

One, or more instructors roam the classroom during the topic lessons to interact immediately with students, to handle anxiety about the topic, the class, their situation, the feedback, etc. Much emphasis is placed on the comfort of the classroom atmosphere. Students write about their feelings, anxieties, and frustrations, and teachers respond. Written feedback by the instructors is an important and integral factor of student/teacher interaction throughout the module.

The college semester is 15 weeks long. This project is designed to separate the semester into three 4.5 week teaching modules and one 1.5 week project module. The three teaching modules include a sample exam, instruction using collaborative as well as individual learning, and then a similar exit exam. The sample exam represents the academic outcome for that module and is presented to the students at the beginning of each module. The students retain and investigate the instrument for the entire study portion of the module. At the end of the module, students are given the exit exam. Each student must perform at an acceptable level in order to proceed to the next module. Otherwise, the student will repeat the same module. This suits our community college students well because they are often absent due to work concerns, babysitter concerns, transportation concerns, etc. Upon completion of the three teaching modules, the students undertake the project module, which has been designed to replace a final exam by application of the topics rather than regurgitation of them.

We are currently working on the preparation of similar materials for the next course. These materials will be piloted in the fall semester. We will continue to spiral pattern recognition, presentation and meaningfulness of answers, and application into the curriculum. The course layout will be the same as in the pre-algebra course, utilizing modules, exit exams, project, etc.

Initiative Could Be Adopted Or Adapted By Other Colleges

Although to this date the materials have been piloted only on our campus, in the fall semester we will be extending the program to at least one of our other campuses. Other colleges in our area have contacted us to inquire about use of these materials. A number of publishers have also contacted us regarding distribution of our materials nationally.

As of now, the materials are designed for two-hour class periods, but could be easily adapted to other time frames. There is enough variety each day that a knowledgeable instructor could use these materials to design a class period of any length. We have used these project materials individually as well in team-taught classrooms.

Initiative Can Provide Indications Of Success On Campus

In our first year and a half, while piloting the materials but not the alternative time use, our student success rate improved from 32 percent to 60 percent and our retention rate was 80 percent. We were also able to track student success in the next consecutive math class. Of the students who passed our pre-algebra course, 57 percent also passed the next math course (beginning algebra), whereas only 35 percent of the students from other pre-algebra courses in the college passed this next course. In general, of the students who earned A's in our pre-algebra course, 91 percent passed the beginning algebra class.

Other student benefits of our program have been increased level of resourcefulness on the part of the students, a decrease in the level of math and test anxiety, improvement in critical thinking skills and pattern recognition, and a more realistic perception of what is required to succeed in future college math classes. We anticipate that students will perform at a higher level in other college curricula as well as in future mathematics classes due to this program.

Team-Teaching for Faculty Training Purposes

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Overview

For the fall 1998 semester, Orangeburg-Calhoun Technical College committed to an innovative and aggressive plan for training English Department faculty to teach in the newly outfitted Communications Technology Lab (CT Lab). Six faculty—having varying degrees of knowledge about, experience with, and comfort levels concerning the use of computers and the Internet—were trained in using the CT Lab for teaching composition courses. Each of these faculty members was given one-half class release time so that the course that each instructor team-taught could be split with the instructor who did the training. The training instructor team-taught six classes for a total of three full-class credits, in addition to carrying two other classes to make a full load. The courses ranged from the lowest level of developmental studies through the traditional freshman transfer course of English 101.

About the Lab

The CT Lab, installed during the summer of 1998, is equipped with 25 computers, arranged in clusters of six at each of four large hexagonal work stations. The twenty-fifth computer has a stand-alone work station. The lab also has a Destination PC for the instructors' use and a laser printer. With no lectern or instructor's desk, the lab decentralizes the instructor and emphasizes the student learners as the "heart" of the classroom. The primary software in use is Daedalus Integrated Writing Environment (DIWE). Students use the real-time chat function of this software for such activities as team discussions about specific grammar problems, large group discussions about topics for writing, and anonymous feedback sessions concerning the direction of the course. A mail function is used for taking roll, sending "spot-check" quizzes to students about grammar elements, and submitting topics and thesis statements for instructor approval. DIWE also has components that allow students to explore topics, write drafts, respond to others' writing, and build bibliographies for research projects. This software was chosen because it is learner-centered, allowing students to interact with each other and focus on communicating through writing while becoming self-directed in their learning activities. In addition, instructors can build the base of documents used in the various activities in DIWE, shaping the assignments to meet their specific courses' competencies.

Faculty Participants

During the fall 1998 semester, six self-selected faculty members received training through team-teaching with Catherine Barrows, an OCTC English Department member with a doctorate in linguistics and six years' experience in Internet communications, including facilitating learning. Dr. Barrows researched and designed the lab at the request of OCTC's president, Dr. Jeffrey Olson. The faculty who were being trained through the team-teaching approach had varying degrees of experience with computers. One of the instructors, a self-admitted technophobe, was extremely limited in his use of computers. Three others had limited familiarity but were struggling to learn more on a daily basis. The other two were "average" users, using word processors, e-mail, and web browsers regularly but not really being familiar with using a server or with file management in Windows. These instructors team-taught the following classes: a combined ENG 037/038 (the two lowest levels of developmental studies), one ENG 039 (the highest level of developmental studies), three sections of ENG 155 (the non-transfer freshman English course), and one ENG 101 (the university transfer freshman English course).

Implementation

Before the semester began, the training instructor met with each learning instructor to plan the course they were team-teaching. In order to give each learning instructor as great a comfort zone as possible, each class was planned by adapting the learning instructor's schedule and, as much as possible, approach to teaching the class. Initially, the training instructor set up and "programmed" the various activities in DIWE, gradually releasing the various technical duties to the instructors as each one was trained and felt ready to take on more of the responsibility of the preparation. The learning instructors kept the records for each class while both instructors responded to and graded papers. By the end of the semester, all of the instructors being trained were doing their own class set ups on DIWE and had conducted class sessions on their own.

Results

Of the six instructors who received training during the fall semester, two are solo-teaching one class each (the same course they taught in the fall) in the CT Lab during the spring 1999 semester. Another instructor is teaching two entirely different courses in the lab. The other three instructors were not able to get classes scheduled in the CT Lab for the spring semester but are scheduled to teach courses in the CT Lab during the summer session. In the 1999 summer session, two of these instructors will be solo-teaching courses other than the ones they trained in during the fall 1998 semester. The third will be receiving additional training in the lab while also receiving training in teaching the newly revised English 038 in the lab. Further, yet another instructor will be receiving training through team-teaching during the summer session. Thus, a problem often reported by other colleges—having only one or two faculty members making use of a computer lab for composition—has been avoided through this aggressive approach to training. Because Orangeburg-Calhoun Technical College was willing to give three classes' worth of release time during the fall 1998 semester to be split among these instructors and because Dr. Barrows was willing to spend additional hours in the classroom training her colleagues, seven of the ten full-time faculty in the OCTC English Department are currently trained in teaching in the Communications Technology Lab and intend to continue to teach in the lab using the Daedalus Integrated Writing Environment. Through this initiative, English Department faculty gained more than just training in using a particular type of software for classes in a computer lab. Because the training instructor acted as a "clearinghouse," the participating instructors exchanged ideas about teaching writing, learned from each other's classroom presentation styles, identified inconsistent practices within the Department, and made recommendations concerning ongoing faculty training sessions, including the need to address consistency in evaluating writing across so many different levels.

Teaching Literature with Readers' Theater

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For the past three years, I have implemented a new method of teaching short stories in my American Literature courses, both AML I and AML II. The procedure is quite simple. We read and discuss various short stories; then we divide into groups, with each student selecting the short story that he/she finds most interesting and we begin writing a script based on that particular story. Each student in each group chooses a specific part and assists in the writing of the play, using dialogue from the short story and creating dialogue from the narrative portions of the story, but always being true to the author's characterization. After the sessions (in class) of script writing, each group prepares to produce the play in class some four weeks after script writing sessions begin. They plan scenes, gather props, choose costumes, striving to make the plays as realistic as possible. On a scheduled date, each group has a read through during which time I join them, making pertinent comments and suggestions. (The walk through (dress rehearsal) is done on their own time, outside of class, not during class time.) Then a specific date is set for the production at which time the groups draw numbers designating where each play will appear in the line up. That day (or night) all assigned groups bring their props and costumes to class, fully prepared to present their plays. As each group performs, I videotape, and later, when we have "slow" time, usually toward the end of the semester just prior to finals, I show the videos, and the students have a laughing good time watching their performances.

During the group writings, I am available for assistance and often join each group for brief periods to assess their progress. Two script writing sessions and one session for the formal presentation are allowed. To date, I have videotaped many of these performances and have also taken still photos of the actors during practice sessions. These pictures are kept in a Readers Theater Album. Often, if time permits, we have an Academy Award presentation, after having the students vote on Best Actor, Best Actress, Best Set, Best Production, etc. Also, if students desire, they are allowed to borrow the video and make their own copies.

I would like to add that in American Lit I, when studying the political and religious beginnings of our country, I assign specific roles to my more interested and enthusiastic students. One becomes, for example, Benjamin Franklin who talks of

68

his many inventions and publications as well as his ongoing sufferings with his gout and usually with an interviewer from the 20th Century who quizzes him about his womanizing and aggrandizing. Another becomes Mary Rowlandson who tells of her captivity by the Indians and Anne Hutchison or Margaret Jones, who were tried, respectively, for heresy and witchcraft; these presentations are written in script format, with judge, defendant, and accusers.

Inevitably, the students come away from these performances with new perspectives and new insights, each, more often than not, telling me how much they enjoyed participating in Readers' Theater. In fact, a number of them have gone on to become students of drama and have started participating in community and college theater.

As an added bonus, the students develop a special camaraderie which fosters a kind of genuine togetherness—a closeness that binds, creating in most a desire to help the others in their group succeed—not only in readers' theater, but in their other studies, such as essays and exams, as well. In reference to grades, each group's script is graded and each student in that group receives the same grade.

Furthermore, in a unique way, readers' theater serves to unite the class as a whole as each group interacts with all other groups, lending support when and where needed such as substitute readings, stand-ins, suggestions, assisting with props, and the setting up of scenes, etc.

Since the readers' theater portion of the class is completed before midterm, the class comes together quite early, and as an added incentive, these group projects help to draw out the more reticent, aloof, or shy student who might not otherwise become actively involved. However, for that one student who might not wish to participate in readers' theater as fulfillment of the Oral Component of the course, I give said student the opportunity to deliver a formal report to the class, said report being based on the group's short story selection.

Building Relationships in College "Classrooms" Through Technology

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Community college instructors frequently lament their students' lack of focus or investment in the educational process. The advent of distance learning and online courses has increased the concern of many educators who fear technology will only exacerbate the deterioration of the sense of "community" that community colleges represent. However, there are communication techniques which can promote and enrich the learning experience in both the conventional classroom and online courses. Best of all, these techniques can easily be adopted by sister colleges.

Many community college students can be classified as "fragile"—relatively unsure of their skills and marginally invested in their education. A sense of recognition by their instructor is often the most important bond they have with the educational process, and that relationship helps them persevere until they develop an independent sense of purpose. One communication technique which gives students an unmistakable sense of worth is a personal note from the instructor. This note can be quite short, but it establishes a concrete one-on-one acknowledgment of the student by his or her instructor. Any instructor can acknowledge a student's improvement or express concern about a student's lack of progress. If the instructor chooses to communicate with students individually throughout the semester, these notes can be attached to a returned test or paper. However, some instructors may choose to devote a few hours to writing notes to an entire class and distribute them at one time. Instructors teaching online courses can have the notes list served. The notes are designed to be positive and supportive, so they need only contain general expressions of confidence or concern. These notes often become a tangible verification of students' sometimes-elusive educational goals.

E-mail can be a very effective and popular form of communication in online courses as well as conventional classes. An e-mail note is a relatively instant way to respond to a student's performance. It is perhaps the most efficient means of establishing the sense of recognition that is so vitally important to students. In a conventional classroom, the instructor can request that students include their e-mail addresses on one of the first assignments. The sense of "community" is enhanced if the instructor provides his or her e-mail address at the time of the request. In online courses, such information would be a matter of record, but it is important for the instructor to initiate communication with each student early in the semester, even if the note is only a quick greeting. With that element of communication established, any other e-mail correspondence is comfortable and convenient.

Second only to the sense of connection between student and instructor is the sense of connection between individual students. A conventional classroom setting provides the opportunity for developing a sense of belonging, but the same dynamics which foster interaction and involvement in some students can hinder those qualities in others. The reality is that some students respond positively to the presence of others and perform well in that arena; others, however, are intimidated by the situation and become even more inhibited. Once again, technology can manipulate some of these ingredients and allow more students to make a personal contribution to the class. Many classes lend themselves to projects involving small groups or even pairs. In those situations, the instructor can post "project partners" on a web site and assign specific topics for each pair or group to explore. The students can work online and communicate through e-mail as they explore their topic. Because many community college students are relatively unfamiliar with computers and the Internet, this is a good way to guide their early experiences. If the instructor asks which students have good computer skills, he or she can pair students with more knowledge with those who have less. Fascination with the Internet and e-mail make this a particularly inviting assignment. The instructor can also e-mail the students during this project to encourage them in their work.

Online courses work particularly well with partners or groups. During one week, for example, specifically paired students can investigate assigned questions. They can then post their findings or perspectives on a bulletin board for other students in the class to read and respond to. The instructor can change the pairings several times during the semester to give students a variety of opportunities to contribute with others. Because students with Internet skills are usually eager to share their knowledge with others, they can help several different partners during the course of a semester. Those with weaker skills feel less intimidated learning from another student, so the skill level of the entire class generally increases.

Digital cameras offer another medium for interaction in online classes. If the course requires at least one initial classroom meeting, the instructor can use part of that time to take individual pictures and one class picture with a digital camera. These photos can be included in the web page for that class, and during the semester students can put a "face" to an e-mail address if they want to. In addition to being able to see the faces of their classmates, the students can also see their instructor, and that enhances the feeling of belonging to the class. A sense of "connectedness" is not vital only for students; instructors for online courses also have an easier time visualizing their students with the digital pictures. When instructors communicate with students throughout the semester, pictures help them cultivate a sense of the person behind the e-mail address.

Finally, chat rooms offer students in conventional classes and online classes an inviting, non-threatening opportunity to be involved in relevant discussions with classmates. They can be incorporated in the requirements for a conventional class as a means of fostering open communication between students or between students and instructors. Chat rooms also offer the closest approximation to a conventional classroom discussion for students in online courses. As such, they become a valuable link between isolated students and the community college.

Over time, these techniques have resulted in several positive benefits:

- increased enrollment
- greater retention
- enhanced learning, and
- deeper commitment by students to their education.

Obviously, these simple but effective initiatives can enhance the objectives of nearly any community college "classroom."

Exploring Values Through Literature:
A Course For Senior Citizens

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"Exploring Values Through Literature" is a 15-week non-credit course specifically designed for seniors from age sixty upward. The three-hour lecture/discussion course is taught one morning a week at a local community center with total support from the staff at the center and the administration, the English Department and the Continuing Education Department at Prince George's Community College. The true success of this initiative is a result of this incredible cooperation of these four offices.

This course has become so popular that it attracts forty participants each semester with demands from the seniors and the center for adding an additional section of the course. Most of the forty participants have registered each semester for the past three years because the course reading list changes each semester. This exciting format could be easily adopted by any college or university across the country. Though this course is limited to those participants sixty years of age and older, there is absolutely no reason why the course could not be offered to students of any age. It is an excellent way for any college or university to reach out to its community with a meaningful cultural experience that can enrich participants' lives.

What makes this literature course so appealing to the community? Why do seniors stand in line to register for it semester after semester? The following components of the course *will help explain:*

The course is designed much like the Chicago-based Great Books Program that flourished fifty years ago and is still popular today. The program is known for its nine-year reading cycle of the great authors where participants have a facilitator leading the discussion. Our group will begin its fourth year in 1999 discussing the great authors.

The on-going participants select the specific authors and the specific works by those authors which will be discussed for the next semester. This selection is done near the end of one semester for the following semester which allows the necessary time for reading the literary works prior to the beginning of the new course. This initiative is truly a student-directed curriculum.

This initiative allows for the study of literature through the ages. Unlike most literature courses which survey the literature of one country or one period, this course allows for the discussion of anything from ancient mythology, Plato and Sophocles, to Virgil, Dante, and Shakespeare to the great writers of the 19th and 20th centuries.

The literature selected includes multiple genres: mythology, diaries, autobiographies and slave narratives, oratory, children's literature, the Bible, as well as the more traditional genres of poetry, novels, drama, short fiction, and the essay.

This initiative allows for an extremely culturally diverse selection of literature. We have discussed authors and their works from every continent and from each cultural group from within the American mosaic: Louise Erdrich (Native American), Langston Hughes and Lorraine Hansberry (African American), Amy Tan (Asian American), Martin Espada (Latin American), as well as the traditional Euro-American authors regularly included in American Literature survey courses.

This initiative has the freedom built in to invite literary specialists to give guest lectures on their areas of expertise. For example, we have had a published writer of detective fiction give a dynamic lecture and reading from her latest published fiction and another time a researcher from the National Archives using her understanding of history to enhance her lecture/discussion.

Finally, this initiative allows for cultural excursions outside of the classroom. With support services from the community center and the flexible schedules of seniors, we have been able to attend plays and films. Currently, we are planning a literary tour of New York and New England for October, 1999, which will incorporate visits to the homes of Washington Irving, Mark Twain, Harriet Beecher Stowe, Emily Dickinson, Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Louisa May Alcott, Margaret Fuller, and Henry Wadsworth Longfellow. In addition to my lectures on the writers and their works and the tours of the literary shrines, we will have lectures by two specialists: one on the subject of utopian communities and the other on the culture and literature of the Native Americans of New York and New England. In addition, a 350 page study book will be provided for participants to enrich the tour's significance for them.

I consider this literature initiative to be extremely creative and innovative and one that could easily be adopted by any college or university which is genuinely interested in bringing an exciting literary experience to its campus and community, especially to its seniors, a group that thirsts for and thrives from this type of enriching program.

Lifelong Learner Program In The Liberal Arts - An Innovative, Creative Way Of Attracting Older Adults To Intellectually Challenging Courses

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Programs for older adults in community colleges and elsewhere have often offered very lightweight non-intellectually challenging courses focusing on the physical health of older adults. Emphasis has tended to be on the body rather than on the mind of those in their 60s, 70s, 80s, etc. They include exercise classes, performing arts classes, memory improvement classes and similarly body focused classes. Although all these courses are extremely important and should be included in any program for older adults, many older adults have a need for and an interest in more mentally challenging courses. Those who are motivated can take regular credit courses at low cost and some do. But many are uncomfortable joining younger students in credit classes and they do not like attending classes throughout an entire semester. Many older adults want short term daytime courses not limited to older adults but including a large number of people their own age.

In Triton College Senior Studies Program we developed a special credit Lifelong Learner program in the Liberal Arts. The first course offered was a Great Books for Everyone course using the Great Books text provided by the Great Books Foundation. The course attracted some 25 students and was so successful that we began adding other courses in literature, history, philosophy, and liberal arts in general.

A Lifelong Learner committee developed requirements for the Lifelong Learner Program. When students have completed six Lifelong Learner courses they are presented a Lifelong Learner Award by Triton's president in the Performing Arts Center. Their names are engraved on plaques hanging outside the Senior Studies offices in the Senior Center. At present there are 70 names on the plaques. Some are students who have earned more than one Lifelong Learner Award. These students have written papers or developed other projects in addition to fulfilling requirements for the second set of six Lifelong Learner courses.

How do students receive the Lifelong Learner special credit courses? Many are eager to take the courses and look forward to the award ceremony. The Lifelong Learner program in the Liberal Arts has changed the perception of many adults about their mental ability and their ability to learn. In particular the Lifelong Learner program has been an inspiration for a Senior Scholarship that pays the tuition for those 50 and over who wish to earn Triton College regular degrees. The

Lifelong Learner program in the Liberal Arts has proved to be an exciting, innovative, creative initiative. Older students love taking the courses and instructors love teaching the older students.

The Lifelong Learner program in the Liberal Arts can be adapted by any community college program to attract students to more intellectually challenging courses. Anyone interested in the Lifelong Learner program is invited to call the Senior Studies Program at Triton College for more information.

A Successful Math Lab Project at Triton College

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Statistics from the Triton College mathematics placement test showed that a majority of students entering Triton College took developmental math. In the fall of 1997, 84 percent of the students tested placed in developmental math courses. In the fall of 1996, an average of only 68.2 percent of all College Math Foundations (MAT 067) and Elementary Algebra (MAT 055) classes were retained (completed the course successfully or unsuccessfully). In that same semester an average of only 39.4 percent of students in those same courses were successful as indicated by them having received grades of "A," "B, or "C" in the course attempted.

In the spring 1998, Triton College began a special pilot program integrating a Math Lab component into several developmental classes with the intention to increase the retention and success rate of students in the developmental math classes. The goal was to increase the retention and success levels by 10 percent. Targeted courses were required to register for a lab component so that they would be receiving tutorial assistance and guidance throughout the semester. The Math Lab opened on January 26, 1998.

The Triton College Student Association and the College initially shared funding for the math lab. Ten computers, three video players, tables and chairs furnish the space, which had previously been a classroom. The lab uses the free software and videos from the textbook manufacturers that serve each individual course.

The College hired a 30-hour a week Math Lab coordinator whose responsibilities include but are not limited to tutoring students, recording data, and sending reports to the instructors. Additionally, three full-time faculty and several adjuncts work in the lab tutoring students and assisting the coordinator. Peer tutors are hired as needed.

As part of the pilot program structure, a small number of classes (7) were assigned to the lab in spring semester 1998. Students who took classes that were assigned lab time paid a lab fee of $43. However, the lab fee was scheduled to be returned to students who attended the lab two hours a week and passed their lab course with a grade of "C" or better. By requiring students to attend the lab as part of their class grade requirement, instructors ensured that concepts were reinforced outside class time and they increased "time on task". The lab operated on a drop-in basis; no appointment was necessary. The lab gave an intangible, hard-to-measure benefit: camaraderie between students, helping to overcome "math anxiety". Students could visit the lab as often and for as long as they wished with no limit on visits or duration.

Tutoring was the main task of the lab, but the lab used a number of activities to accomplish its goals. These were as follows:

- Calling students absent from the lab
- Informing students in writing of the hours they had accumulated
- Informing faculty in writing of the hours their students had accumulated
- Answering students' questions over the phone
- Instructing students in the use of calculators
- Providing suitable handouts
- Providing computer tutoring
- Working with other faculty members on special assignments
- Preparing students to take the math placement exam
- Surveying faculty and students with regards to the math lab
- Publicizing the math lab in campus publications

The original model projected that the lab would serve 150 students. It served 171 students, exceeding the target by 14 percent. The students in the targeted courses, Elementary Algebra and College Math Foundations, had an average success (grade of "A", "B", or "C") rate of 67.5 percent (compared to like classes with a success rate of only 39 percent). Piloted classes demonstrated a 28.1 percent higher successful completion rate than those classes that did not have the required lab component. This far exceeded the target of a 10 percent increase in the success or pass rate for these students.

The average retention (students completing the class successfully or unsuccessfully) rates for the targeted classes both increased when compared with the same course levels in spring 1997. In the fall of 1996 the average retention for all Elementary Algebra classes was 68 percent. The retention rate for the piloted class was 78 percent. This was an increase of 10 percent compared to the average. The retention rate for all College Math Foundations classes in the fall of 1996 was 69 percent. The retention rate was 79.5 percent for the four targeted classes with a required lab. This is an increase of 10.5 percent in retention.

While not all faculty in the assigned courses required the same number of hours in the lab, there seems to be a positive correlation between hours required in the lab and the success rates.

- All of the twenty-six students who attended the lab 24 hours or more were successful and none withdrew.
- Of the twenty-seven students who attended the Lab 12 – 24 hours, 85 percent were successful and only one student withdrew.
- Of the twenty-three students who attended the lab less than 12 hours, 48 percent were successful and three withdrew.
- Fifty-eight students never attended the math lab. Their success rate was only 38 percent, and 21 students withdrew. Of the 58 students, only 15 were from a targeted class where lab attendance was required.

Triton's success with the Math Lab pilot is one which can serve as a model for other colleges faced with the same problems of math anxiety, low retention, and poor success rate. Triton College's commitment to improve students' outcomes has become a very successful endeavor. The College expects to continue and expand the program. In fall 1998 approximately fifteen (15) classes were included in the pilot program. In total 472 students made 6158 visits to the math lab for tutoring or computer practice. A review of the data from fall 1998 indicates that 83 percent of students who met the requirement of two hours or more a week in the math lab were successful in their courses. Success rates in developmental algebra classes have risen significantly while withdrawal rates have dropped sharply for those students who have utilized the lab.

Additional tutors have been hired and the space for the math lab has been expanded to accommodate the increased number of students. The College intends to continue monitoring the success and retention of all the students who participate. While this is not a cure for all the problems which math students encounter, it has been a very positive effort to address them.

Understanding Today's Workplace

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Months ago, Wallace Community College, Dothan, AL, conducted a survey among local business and industry leaders to determine what general characteristics, areas of understanding, and skills are needed by hourly workers to be productive and effective in today's changing work environment. The results of the survey were analyzed and the College has responded with the development of a 30-hour course entitled "Understanding Today's Workplace."

Understanding Today's Workplace was developed for individuals who are unemployed or under employed as well as for employees who have been promoted into positions of leadership or who demonstrate potential but lack some of the workplace skills and knowledge needed to be effective.

The course was piloted in March 1997 so that the training material, format, and instructional methodology could be evaluated. The feedback from the six course offerings in 1997 were very positive. Attendees especially enjoyed the accelerated learning techniques used in delivery of the material. These techniques create a stimulating classroom environment involving all the senses, group activities, and hands-on learning.

The first module of this course is Changes Impacting on the Workplace. In this module, the class examines the trends and issues in business and technology that are contributing to changes in the workplace: global competition, changing organizational structures, new styles of leadership, universal performance and quality standards, and high tech communication and information networks. A global competition map activity helps create awareness of a global economy and what it will take for companies to survive. Continuous improvement is introduced in this module.

The Communication module helps participants identify their communication strengths and weaknesses. There is a strong emphasis on listening, feedback, and verbal and non-verbal communication.

The Team Building module allows individuals to experience the dynamics of working on a team. The class studies the stages of team development, the characteristics of high-performance teams, and how to become a good team member. Numerous activities designed to involve participants in team situations makes this a very interactive and fun module.

In the TQM module, students gain an understanding of the customer-focused/continuous improvement way of thinking and why the best companies use some form of this management philosophy. Students learn the difference between a TQM company and a traditional company, ways in which employees get involved in TQM, and the attitudes necessary to survive in a TQM environment.

In the Problem Solving module, participants learn a systematic process to identify and eliminate a problem by using such techniques and tools as brainstorming, Pareto charts, cause and effect diagrams, consensus, and multivoting. It reinforces the idea of continuous improvement introduced in TQM. A real workplace problem from a partner company provides participants an opportunity to put these problem-solving tools to work to find a solution to a problem.

The Statistical Process Control module introduces participants to the statistical techniques of gathering and charting data to control quality. It emphasizes the quality concept of prevention rather than detection. A version of Dr. Deming's Red Bead Experiment is used to collect data and complete a control chart, including the calculation of standard deviation.

Occupational Safety and Health Administration (OSHA) requirements are the foundation of this session. For the new worker, it introduces safety guidelines, equipment, and attitudes that are essential for a safe workplace. For the experienced worker, it reinforces the very basics of safe work practices. The participants teach this module. They may choose a topic they are interested in from work or one they would like to understand better. Using Keller's Official OSHA Safety Handbook they teach using actual equipment, posters, overheads, and other visuals. This provides a chance for them to make a presentation before a group and be affirmed by their classmates.

New Work Habits for Today's Workplace is the concluding module. Using Price Pritchett's The Employee Handbook of New Work Habits For a Radically Changing World, participants learn the work habits necessary for survival in our constantly changing workplace. Workers must be flexible, committed, eager to prove themselves, constant learners, loyal, and willing to contribute more than they cost. This course offers many of the whys and hows of developing these special skills. This class is usually taught in a format that allows the students to summarize what they have learned throughout the course and relate it to the habits taught in this module.

EXEMPLARY INITIATIVES IN THE USE OF TECHNOLOGY

PROGRAM AWARD WINNER

TEC-Es (Technology Enrichment Cooperative)
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Two years ago, Butler County Community College (El Dorado, KS) embarked upon $6 million multi-phase technology project which will provide voice, video and data access through information technology for students, faculty and college staff. Our objectives include providing students with optional enrollment processes including enrollment via Internet or through a telephone voice response system, faster response to financial aid requests and an efficient process to run degree audits not only for students' academic plans here but also for their transfer to other institutions. Additionally our plan will support on-line coursework and training to business and industry in their work locations and to students in their homes.

During this time, the Information Services division, through funding from a U.S. Department of Education grant, added three computer technician positions. The division reorganized its staffing patterns under the supervision of the college's chief information officer, another new position. However, it soon became obvious that the work involved in building a new technological infrastructure, while maintaining routine technical service for labs and faculty/staff offices, was overwhelming. IS staff were working 60-70 hour weeks and were still behind.

The answer to this problem, of course, was to increase the number of staff in the IS division. However, that was a challenge at a time when personnel budgets could not support additional payroll costs. With IT salaries at a premium and IT staff availability almost non-existent, the IS division came up with a plan to train students as in-house computer technicians to fill the gaps in our staffing patterns. Consequently, BCCC joins a small but growing number of educational institutions that are offering computer training to students and then hiring them to decrease labor costs and to increase in-house staff.

Thus was born the Technology Enrichment Cooperative Employee (TEC-E) program. TEC-E has two objectives: to provide an enriched learning environment for the TEC students moving from high school to BCCC and to help meet the service and support needs of the Information Services division. This program, although not limited to computer science majors, provides daily application of classroom theory and instruction to a hands-on work environment. The Division established the program with private monies.

TEC-E consists of a one week (40 hours) paid summer institute that provides hardware/software and network support training specific to the IS environment at the college. The students who participate (TEC Employees or TEC-Es) agree to provide a variety of IS services during their four semesters of enrollment at BCCC. The TEC-Es earn a differential student pay rate with regular increases as their experience grows. Their workload ranges from 15-25 hours per week each semester. Student selection is made by the IS staff.

Students applying for the TEC program must meet the following selection criteria:

- Have a high school diploma or equivalent
- Complete the TEC application with an official transcript and supporting recommendations from instructors and employers
- Have a demonstrated history of hardware/software or network experience
- Attend and complete the TEC summer institute
- Complete a financial aid application
- Enroll in 12 hours or more.

We sponsored the first TEC Institute in August 1998. The Institute meets one week before fall semester classes begin. The agenda includes intense one-on-one training focussing on handling of the top ten daily computer and networking problems encountered by our faculty and staff. The morning sessions include lab demonstrations with the afternoon sessions dedicated to fieldwork. Students learn computer set up, troubleshooting, software installation, memory upgrading, sound card installation, printer and computer care and maintenance, computer and network configuration, and customer service—to name just a few. Additional training occurs every day of the year because each day brings new items to learn. TEC-Es also are resources for entry-level users trying to master Office Suite, browsers, and other basic applications.

The latest challenge for the TEC-Es is to design, create, and man a help desk for the college. The cost of purchasing a pre-packaged software application rules out this option. Hence the TEC-Es will take on this task.

TEC is a win-win program. Our students learn increasingly more complex applications to give them skills needed in the IT world. They have a guaranteed job while they are enrolled at BCCC and have a first-class resume when they leave. Their on-the-job experience, in relation to starting salaries, is in one of the ten highest hot community college programs and in the top 25 national hot programs. The college has a pool of bright, motivated, inventive workers to help service IT needs across the campus in student labs and faculty, staff and administrative offices. We also have an increase in the ratio of in-house computer technicians to computers. A visible result of the valuable services of the TEC-Es is the diminishing stack of service requests from faculty and staff as our technical environment has improved and our support services have increased.

As Aaron Brown, one of the TEC-Es, says, "It's been a great learning experience."

HONORABLE MENTION

Diversity Link
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During the fall semester of 1998, Holy Cross College, along with Presentation College in Aberdeen, South Dakota, and Manor Junior College in Jenkintown, Pennsylvania, was awarded a $50,000 grant from Ameritech to participate in their Distance Collaboration Grants Program through the Foundation for Independent Higher Education (FIHE). The grant allows each of the independent two-year colleges to participate in a TeleVideo link for a collaborative composition course based on multi-cultural themes, grounded in student diversity. In this case, the course reflects the diverse, ethnic backgrounds of the participating students, which includes African-American, Asian, Hispanic, European and Native-American.

Under this unique program, students from each college registered for Diversity Link during their college's regular registration process. Diversity Link was then housed in TeleVideo Classrooms at each of the three institutions.

Faculty from each of the three colleges instructed the course's first class. During this "orientation" class, presentations on TeleVideo technology were discussed in addition to covering the course syllabus. After the first class, designated course classes were taught by individual faculty members of the three colleges. For example, Holy Cross College would teach the first four weeks on European - Americans, Manor College would follow with four weeks of study on African-Americans while Presentation College would conclude the "link" with a focus on Native-Americans.

Class assignments, which included readings, films, essays, journals and group projects, were then handed-in to the class professors, some via e-mail. The essay for Holy Cross College, for instance, centered on each student researching an extremist group on the Internet, using the "new media" technology, along with traditional reference materials, to compose individual essays. At the end of the fall semester, final grades were then given by the professors to their respective students under their school's academic policies.

The success of the Diversity Link program can be traced to the fact that the trio of colleges has been awarded an additional grant from Ameritech for the Diversity Link II program.

In contrast to Diversity Link I, which highlights technology and cultural diversity in the organized classroom, Diversity Link II concentrates on technology and cultural diversity for individual student study. In this program, individual students use the new technology of the World Wide Web for gathering data for assignments, locating writings about the culture studies and "speaking" to each other via a special Diversity Link Chat Room.

One of the major assets of the Diversity Link projects is that the current model used by Holy Cross can be used for replication by other colleges because of its adaptability to other courses. Even at Holy Cross, other academic departments within the institution have voiced a desire to adapt the Diversity Link concept to their areas of study. In addition, the original three college partnership could be increased to accommodate other partners.

From a mission standpoint, cultural diversity is an important matter for each of the institutions involved in the Diversity Link program. As Catholic colleges, the missions for each include understanding different cultures as a key characteristic of core academic work, as well as all student programming. This concentration on diversity addresses real needs of college students as they prepare to enter a work world.

In the past, this is an area of concentration in which many institutions have unsuccessfully trained their students as incidents of ethnic ignorance and intolerance have managed to be carried over into the workplace. Through programs such as Diversity Link, students can now expand their academic backgrounds while comprehending the diverse nature of the world in which they will soon be working.

Accordingly, Diversity Link has proven to be true to its course description even to its professors as a Catholic Nun, a Jewish female and a Catholic male have worked together in planning the course for the three respective colleges.

Virtual Trade Mission

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Anson Community College (ACC), along with area high school students, recently had the opportunity to participate in a Virtual Trade Mission, held on the Polkton campus September 9 – 10, 1998. This was the first Virtual Trade Mission hosted by a North Carolina community college. The event was presented by the Virtual Trade Mission Foundation (VTMF) and sponsored by The Jesse Helms Center Foundation.

According to Mr. Nat White, instructor, Anson Community College and a member of the Export Panel, "...this event gave students the opportunity to explore issues concerning the global community that they do not ordinarily have a chance to explore in their college curricula." Students utilized current technology via the Internet to help them examine such topics as The Big Emerging Markets (BEMs) and US Exporters, Current Economic Issues in the BEMs, and Key Issues for US Exporters (including Citizenship and Prosperity in the Twenty-first Century and Currency Flux).

Students were able to conduct most of their research through the Internet. They contacted various embassies to determine the countries' demographics and needs. They researched what was already available and implemented critical thinking and analysis skills to determine where their product/service might be most successful. Students were also able to conduct some research into the culture of the various countries to help them determine whether or not what they were wanting to develop and market would "fit" into the country's culture. Business plans were then developed.

Students utilized their research information to document and support their proposals and create presentations for review of their projects. Members of the college community were invited to attend the activities on Thursday afternoon where students presented their detailed proposals and support to include advantages and disadvantages. The students interacted with the panel of experts, who had several interesting and thought provoking questions, comments, and/or suggestions. Discussions focused primarily on "Developing a New National Consensus on Trade." Panel participants included Mr. Tony Thomas, Alltel Corp; Mr. Henry Morton, Selectronics; Mr. Phil Hargett, Union County Economic Development Council; Ms. Catherine Anderson, the *Charlotte Business Journal*; Mr. Mike Okun, AFL-CIO, and Dr. Thomas Heilman, Dean of Instruction ACC. Ms. Marilyn Robertson, Accounting instructor at ACC, who was responsible for initiating and facilitating the VTM activity, Dr. Brian Russell, National Training Director VTMF, and Mr. Noel Gould, President VTMF were key in the success of this venture. Panel participants also provided examples of the use of technology in their particular business applications.

A real eye-opener for students was that no matter where a business might be located, technology exists to permit participation on the international scene.

Everyone involved with the Virtual Trade Mission considered the experience valuable. Linda Hartsell, one of the VTM participants, a student at UTEC, said "I am so impressed with Anson Community College and its efforts to provide cutting edge opportunities like the VTM program to its students."

Faculty Development Initiative Program (FDIP)

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Introduction

Bronx Community College is a unit of the City University of New York, with an enrollment of approximately 7,000 students and 200 full-time faculty. In this context, BCC continues to evolve and enhance its vision of improving teaching and learning with technology. There is an increase of institutional investment in resources and time, as the necessity for technological knowledge increases. Prior to 1996, the use of technology was largely employed by a minority of faculty members, specifically those computer literate faculty in the departments of Mathematics, Business, and the Technologies.

Innovation

To bring more faculty in a variety of disciplines onto the "information highway", the College's Office of Academic Affairs (OAA) initiated an organized program in the use of technology in teaching and learning through the Faculty Development Initiative Program (FDIP). This organized effort was creatively implemented under the leadership of a faculty member in the Department of Business, Dr. Kwi Park-Kim.

The college-wide FDIP was instituted to help faculty apply appropriate technology to instructional activities in a variety of ways. Since 1996, the FDIP has provided a series of technology seminars for faculty, with a major focus in the area of Internet-based instruction and classroom-based computer applications.

Types of Workshops

- BASIS (on-line BCC Administrative Student Information System)
- E-Mail
- Microsoft PowerPoint
- Internet
- Department Web Page: Introduction
- Department Web Page: Intermediate
- Department Web Page: Web Graphics
- Microsoft Word
- Microsoft Excel
- Course Web Page: Introduction
- Course Web Page: Intermediate
- Instructional Technology Day '98

Adaptation by other Colleges

A Faculty Development effort similar to BCC's can easily be adopted by most institutions desiring to institutionalize the use of computers in teaching and learning. In the early stages, faculty resistance is common, however, growth from a low of 19 participants in early workshops to a high of 75 at a later workshop testifies to the efficacy of frequent small-group work. BCC's efforts were implemented in three phases: Phase I – Computer Needs Assessment For Academic Departments; Phase II – Training, Workshops, & Events; Phase III – New Initiatives.

Phase I: Computer Needs Assessment for Academic Departments

A survey questionnaire was designed and sent to all full-time faculty to get detailed data on faculty access to, use of, knowledge of, and support for computers and information technology. Department-based faculty development sessions on various topics began based on the BCC Faculty Technology Needs Assessment Questionnaire.

Phase II: Training, Workshops, & Events (recurring programs)

Hands-on, group training workshops, private consultations and events throughout the year were designed to help faculty build knowledge and interest in instructional technology applications, e.g., Student Advisement; Instructional Skills & the Internet; Web Publishing; New Faculty Orientation Seminar: Teaching with Technology; Creating an On-line Community; World Wide Web Support System for Faculty; Computer Consulting; User Documentation, among others.

A campus-wide Instructional Technology Day '98 was organized to increase understanding and awareness of how faculty members could harness the power of technology, and how to bring it to bear on instructional activity. Presentations for both novices and experts were led by BCC instructors, who demonstrated their personal use of educational technology.

Phase III: New Initiatives, which evolved as a result of Phase I and II:

1. Faculty Notebook Loaner Program -The College will put laptop computers on loan for faculty use in integrating technology into teaching and research. Any interested faculty is invited to prepare a brief proposal, including a brief description of the project, the courses affected and an evaluation plan, effective February 5, 1999.

2. Distance Education - To facilitate faculty development of Internet-based applications, the evaluation and acquisition of a common course management (CMS) software tool will be initiated. While the list of possible software tools is open, among those to be considered include: LearningSpace, TopClass, & WebCT. The criteria for evaluation are cost, vendor, support, and ease of use.

3. New Office of Instructional Technology – A Multimedia/Internet Training/ Resource Center for Faculty, a part of the next Title III grant, will be developed as The Office of Instructional Technology. This Center will provide services that promote, support, and integrate technologies and instructional media in learning and teaching.

Indications of Success on Campus

The number of computer-related teaching and learning faculty workshops increased from a low of 3 in 1996 to a high of 25 in the current academic year. The number of faculty participating increased from a low of 7 to a high of 79. Requests to schedule classes in various computer labs have more than tripled since 1996, lab operating hours have been expanded, and facilities have been reconfigured and equipped.

ESL by TV

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Many adults who need English as a Second Language (ESL) instruction do not attend courses, especially immigrants who are employed and/or have family responsibilities. To reach these hard-to-reach learners, City College of San Francisco, through its non-credit division, has initiated distance learning courses.

First offered spring semester 1997, these courses rely on video and are aimed at learners with an intermediate or above level of English language proficiency.

The courses are offered through distance learning because:

- Employed adults who want additional language instruction may not enroll in courses that meet too frequently.
- Adults, because of other demands on their lives, need flexibility when it comes to scheduling study time.

The courses rely heavily on video because:

- Video can be an engaging medium, and it is one with which most learners are already familiar and can easily access.
- Video is an appropriate medium for the development of listening comprehension skills, which all adults need—whether at work or in interactions such as with children's teachers and with providers of services such as transportation and health care.
- Engaging stories that are relevant to learners' lives may not only entice exhausted adults who have other priorities, they may also stimulate discussion.

The courses are aimed at intermediate level learners because:

- Learners who already have a solid base in the target language are the most likely to benefit from independent study.
- By providing an alternative delivery system that required fewer instructional hours, the ESL program might increase instructional hours available to learners with lower language proficiency, which is where the greatest demand is.

The department chose a "hybrid" approach to distance learning; that is, the approach incorporates key elements from both distance learning and traditional classroom approaches. As in other distance learning courses, the majority of work is done by learners outside of class, and learners have access to the instructor through non face-to-face interaction. As with traditional classroom instruction, learners meet on a regular basis with the instructor and other students. Class sessions control the pace, but 75 percent of the course work is completed by learners independently.

The faculty who initiated the courses believe that—unlike many distance learning courses, which are content based—a language course is skill-based. As with the development of any skill, learners need to practice regularly. This "hybrid" approach provides regular opportunities for learners to practice language in a setting where they can get feedback from a trained instructor; yet, unlike typical non-credit language courses, it places the bulk of responsibility for learning on the learner through work completed outside of class sessions.

The goals of the courses, which have become known as "ESL-by-TV", are the development of an understanding of English as it is spoken and the development of speaking skills. Video is an appropriate technology for developing listening skills, especially since some researchers maintain that more than half of communication is through non-verbal cues, less than half through the spoken language, the verbal cues. The delivery system, in which 25 percent of the learning time is with an instructor and other learners, is appropriate for developing speaking skills.

Spring Semester, 1997, the college piloted four sections of the course at four different campuses. Class sessions, held once a week for each episode, were on a weeknight. Since Fall Semester, 1997, the college has offered three sections on two different campuses. Class sessions for two sections are on different weeknights. Class sessions for one section are on Saturday morning. For the first two years that the courses were offered, a semester of instruction covered 13 half-hour video episodes[1]. During academic year 1998-99, the courses were revised so that it takes two semesters to cover 13 episodes.

In determining the program design, the course developers looked at the following criteria:[2]

- The technology and delivery system must be appropriate for the goals of the course.
- Learners must have ample opportunity to interact in English in situations that require authentic, meaningful communication.
- Learners must have the opportunity to ask questions and to get regular and ongoing feedback on their use of the language from a qualified ESL professional.

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[1] The curriculum currently used is Crossroads Café (Heinle and Heinle with Intelecom, 1996), the first ESL series aimed at adults and designed for broadcast in the U.S. However, the course outlines are not tied to this commercial product. Since the course was initiated, Connect with English (McGraw-Hill, 1997), another ESL series designed for broadcast has been released.

[2] Distance Education for Non-Native Learners of English, California Teachers of English to Speakers of Other Languages, 1995.

The delivery system provides for authentic communication in three ways. Learners are encouraged to call their questions in to the instructor's voice mail. Through in-class activities, they are encouraged to discuss the story. Through audiotape and voice-mail assignments they are encouraged to express opinions and support those opinions.

The use of technology is key to out-of-class listening and speaking assignments.

The videos are crucial for learners to develop their listening skills. Video materials are most commonly checked out from the instructor by the learner. The college also airs episodes on its cable channel for which learners are provided schedules. Some choose to tape the program from the broadcast. The print materials that are correlated with the videos assist learners in understanding the stories. In class sessions learners discuss the story and complete other activities that develop speaking skills.

Out-of-class speaking assignments make use of both voice mail and audiotapes. The campus provides the instructor with a voice mail number and the course syllabus provides that number to students. Learners may call the voice mail number with specific issues, specific questions, or to complete an assignment given by the teacher. Learners may also record summaries of episodes and opinions about issues in episodes on audiotape and turn the tape into the teacher for evaluation. A holistic scoring system is used to provide feedback to the learner on these speech samples.

Based on the following data, this distance learning for ESL initiative can be considered a success:

- The majority of learners are employed and not currently enrolled in other ESL courses at the college. The college is reaching a previously underserved clientele.
- Based on learners' own perceptions, those that successfully complete a course gain confidence in their ability to understand English as it is spoken and in their ability to communicate their ideas.

LTA Illinois

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The College of DuPage in Glen Ellyn, Illinois has put together a unique instructional program to help fill the shortage of trained Library Technical Assistants. By building partners among nine of the twelve Illinois Library Systems and with funding of $210,000 granted by the Illinois State Library and Secretary of State's Office, the College of DuPage has put together a very successful program.

Distance Education with 90 Percent Retention

In its second year of operation LTA/Illinois has 160 students in three courses each quarter. Its first student class will have completed all its class work for a college-credit based certificate as a Library Technical Assistant at the end of fall quarter. Retention rate has been far above average. After more than 19 months in operation, retention rate in the original class is still over 90 percent. Student comments on the last page of the report speak for themselves.

Uses Off the Shelf Technologies

The implementation of the grant blended several distance learning networks and the resources of the Illinois Library Systems. To fill technology needs, Illinois has both a higher education compressed video network and a similar network built by the state telecommunications agency, Central Management Services. Essentially, they are compressed video networks that run at 1/4T speeds. Most of the equipment is VTEL with an admixture of several other vendors' products. Once engineered and de-bugged the system provides a highly interactive media for instruction that can provide resources to the most isolated parts of Illinois. Once inevitable teething problems were solved, the network has proven fairly reliable. The network is enhanced by a strong Internet component in the course work. All course work can be delivered over these technical resources.

Builds on Current State-Wide Organization Structure

The State of Illinois Library has created 12 library districts. Their purpose is to provide cooperative support services that contribute to public, academic, school and special libraries. Nine of the twelve systems have joined in a partnership with College of DuPage. As in most sound partnerships, this one was built to give all partners mutual benefits. College of DuPage provides the College-credit classes and the certificate. The districts provide the technical and physical facilities. Districts also provide support for the classes with available personnel and assist the College by providing local "mentors" who give distance learning a more personal touch. Although tuition has been grant-subsidized, all parties are very confident that this program will be self-sustaining. Significant numbers of students and some districts have made firm commitments to keeping the program running.

Effective Distance Learning Instruction with a Back-up Plan

Another source of the program's uniqueness is to face openly the sorts of challenge distance learning mounts. We have dealt with early fragility of the technical network by having default in-class assignments. A class that may be cut off electronically still has a schedule or work to do. All classes have developed strong facilitation skills and have shown themselves very adept at making up for any loss of material through technology. The Internet has functioned not only as a lifeline, but a fundamental instructional tool. Communications, materials delivery and other services rely on it.

To insure that each site has a common resource base, the College of DuPage through the grant provides a basic set of reference tools for exclusive use by the class and has made computers and video cameras available to insure that all students have access to the same instructional "capital." The College of DuPage has also extended the hand of partnership to other community Colleges in the state to insure that, should they offer some LTA courses, they could offer them as part of the program. Additionally, the College does provide counseling and makes sure students who wish to complete formal degrees are referred to their local Colleges.

In short, the program has been marked from the beginning with a "win-win" spirit. Aside from start up technical problems (long behind us), the relationships between the College and its partners, between faculty and students and among students has been as free of rancor as anyone could expect. A cornerstone of the project is the cohort group at each of the class sites. This is distance learning in which the class cohort provides support and cohesiveness that might be weakened in a distance learning environment.

Access & Quality Intelligently Packaged

Mutuality, conservative design, genuine need and a good sense of humor and self-irony on everyone's part has made LTA/Illinois not only a successful grant project, but has made it a permanent part of Illinois educational future. Ultimately, we see the College of DuPage acting as a broker to insure that all educational resources in the state are working to maximize efficiency and enhance student learning. For the students, it means a chance at training and education hitherto inaccessible—this leads to the kind of recognition and skills that give them a leg up on the future. For library patrons, it means access to more informed and confident service. If win-win needed an exemplar, LTA/Illinois would be it.

Teachers Learning Computers

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Computer technology is so pervasive in our society that virtually every facet of our lives is affected by it. The use of computer technology is becoming a force in higher education. Educators must have the skills to introduce students not only to intricate computer software, but also how to use technology to enhance their learning in all fields. To help students, educators must be able to use it in their offices, classrooms, computer labs, and in research and communications with students and colleagues.

In order to meet the need for faculty computer training, faculty at The Essex Campus of The Community College of Baltimore County spearheaded and designed a new plan called TLC or "Teachers Learning Computers." This plan focuses on the particular needs of faculty and is designed for individual attention. Faculty with extensive computer experience work as trainers with small groups of faculty "trainees" for a full academic year. Trainees have weekly hands-on computer workshops and access to on-call assistance; they also receive "goodies" such as software and books.

Beginners get hands-on instruction in word processing, spreadsheets, and an introduction to using the Internet. They have one-on-one assistance in developing materials that can be used for teaching. Faculty at the intermediate level learn to use multimedia packages and how to develop an on-line course. They have been able to apply their knowledge immediately in the classrooms.

The President of Essex, Leila Gonzalez Sullivan, asked a campus technology committee to devise a plan for faculty computer training using a small amount of money she had earmarked for this purpose. A subcommittee of faculty was formed from the various academic divisions. The committee had these objectives: to help all faculty, even "technophobes," learn computer technology; to avoid schedule conflicts so teachers could attend training sessions; to follow-through so teachers would have feedback and encouragement from their colleagues; and to produce immediate changes in the classroom.

The faculty committee, led by Barbara Mento, decided to create three levels of training: beginner, intermediate and advanced. They recruited faculty with extensive computer experience to be the trainers for the beginner and intermediate levels. Trainers receive a course release for their weekly workshops and on-call assistance. An hourly consultant is used to answer questions for the advanced level of training.

The committee worked throughout the summer designing the training and recruiting trainers. Faculty with computer experience were asked to submit training proposals which the committee used to select the trainers.

An invitation and application were included in the Dean's annual summer letter to all full-time faculty. Academic Division Chairs were contacted and asked to encourage and solicit faculty to participate. Even with a very short turn-around time, many faculty submitted applications. They may not have been sure "what they were getting into," but they needed and wanted computer training.

The committee met again to select participants from the many applicants. This was the most difficult undertaking, but participation had to be limited to ensure the one-on-one advantages of TLC. Decisions were made based on the training needs and goals of the applicants, as well as to provide training across all disciplines.

All applicants were notified of the results before school started. At the first staff meeting, the president announced the winners and encouraged them to lead the way. TLC was launched.

Formal daily evaluations were used by the trainers to constantly assess the needs of the faculty and the effectiveness of their methods. These evaluations were confidential for the trainer so that full disclosure and immediate benefits could be realized. Then at the end of the semester a program evaluation was completed by trainees for the committee to measure the effectiveness of TLC.

Ratings were high for "usefulness of workshop information," "appropriateness of format" and "would recommend to a colleague" at both beginner and intermediate levels. Ratings were moderately high for "how confident do you feel about technology" and "how prepared do you feel to help other teachers."

TLC faculty disseminated the results of the program in various ways. Some TLC faculty gave a short presentation of their TLC work to an informal meeting of the Board of Trustees. As Essex staff development, TLC participants demonstrated their new expertise to their curious colleagues, helping to encourage others.

After the first successful year, TLC was renamed TLC2, Teachers Learning Computers for The Learning College, to reflect the important connection of the program to the college's strategic plan to become a premier learning college. Under the leadership of another faculty member, Penny Fanzone, the TLC2 program was extended to the two other campuses of the college system. The program also expanded on its success in other ways. For the graduates of the advanced level who wished to continue with special computer projects, mini-grants were awarded for selected advanced projects. The success with faculty has prompted the committee to extend the concept to computer training for administrators.

The vision of President Sullivan and the leadership of Barbara Mento and Penny Fanzone have produced a highly successful program that has dramatically increased the use of computer technology in the classroom.

Darton College Diagnostic-Testing/Technology Program

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The Darton College Postsecondary Readiness Enrichment Program (PREP) has succeeded in establishing a Diagnostic-Testing/Technology Program that has the potential to significantly increase the number of students who will be prepared to enter Georgia's postsecondary education institutions in the year 2001 and beyond.

Darton College is part of a four-school alliance (PREP) of Southwest Georgia that seeks to implement the Georgia statewide initiative to prepare middle school students for new admission requirements of the University System of Georgia. The purpose of the PREP program is to communicate with all seventh grade students and follow these students for up to six years in order to inform them of postsecondary options and new University System of Georgia admission standards for 2001.

The PREP program has established a diagnostic-testing technology laboratory in each of ten middle schools in Southwest Georgia. The labs are staffed with at least one instructor and assistant to facilitate the consistent progress of the students who begin SAT/PSAT/ACT orientation and testing as early as the seventh grade. These students are building test-taking confidence with the Kaplan's Deluxe program, which is proving to be an entertaining, as well as impressive test analysis. Features include a personalized study plan, over 2,700 test questions, diagnosis of test-taking styles, seven full-length simulated tests, vocabulary lessons and strategies, fifteen math review lessons, a vocabulary list that can be printed for out-of-class study, hundreds of test-taking strategies, a detailed scoring analysis, a customized search of over 1,000 colleges to find the best match for the student, a multimedia tutorial covering every step of the admissions process, 710 quick-study flash cards, scoring averages for over 1,000 colleges, and internet links to over 1,000 college Web sites. It also covers the PSAT writing section and includes four complete test booklets and a personalized on-line Web site complete with calendar, checklist, and news and admissions information. Within the guidelines of PREP, students are coming to understand that repetition is the rhythm of skill.

The diagnostic-testing technology labs target students in at-risk situations. Variables characterizing these situations focus not only on the child but also on interactions between the child and the various contexts in which the child exists. These variables include socio-economic factors as well as health and family problems including abuse and lack of parental involvement.

The Darton College PREP Program serves a Southwest Georgia area characterized by an adult population with a high school graduation rate of only 29 percent. Thirty percent are functioning below the poverty level of the state. Darton College sees this challenge as an opportunity to find better ways of serving areas with a weakened economic and social fabric. This program is designed to reach middle school students who are still in school in order to encourage them to break this pattern of failure, and to show them how to set educational goals beyond high school.

Currently over 400 PREP students are benefiting from the diagnostic-testing laboratories. As these laboratories are improving PREP students' attitudes toward preparing for higher education, other groups have become interested in the program. To date over 200 students outside the PREP program are taking advantage of the diagnostic-testing program. Faculty, staff and parents, especially those in economically disadvantaged areas, have expressed great satisfaction and appreciation for the foundation and boost that Darton College is providing. In addition to the PREP program for students at the middle school sites, PREP staff and assistants can benefit from the many computer-technology training sessions conducted on the Darton College campus.

Darton College and PREP believe that a positive faculty-student relationship can develop students' perception of college as a place for all students to succeed.

Developing Science Classes for Internet Delivery

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Due to the high cost of living and college expenses many college students must work almost full time to be able to afford to go to school. Other students must care for young children at home which makes it difficult for them to attend classes. A major impediment to many college students' education is the difficulty in working classes into their work or childcare schedules. Other students in rural areas, like Darton College's service area, have difficulty attending campus classes because of the distance they live from the campus. Internet courses can solve these problems by allowing students to access classes when it is convenient for them and at distant locations. Unfortunately, few science classes have been developed for Internet delivery due to the difficulty in developing laboratory exercises to accompany these courses. I have used significant applications of technology in developing Darton College's Environmental Science course and laboratories for Internet delivery.

Darton College has taken a leading role in development of Internet courses within the state of Georgia and has been chosen as one of nine institutions within the state that will have primary responsibility for Internet delivery of courses. My development of Environmental Science as a web-based course was a significant advancement for the Science Department at Darton College. It is the first science course developed for Internet delivery at Darton College and it includes a number of innovative and creative advances in its design.

Most environmental science courses are taught by scientists and tend to concentrate on the chemical and biological aspects of environmental problems. Environmental science is an integrative science that requires the students to understand more than the chemistry and biology of problems. Solutions to most environmental problems also require the students to understand the cultural values, economics, and politics of the problem. In addition, many environmental problems are global in nature, requiring students to understand how values, politics, and economics of different countries influence solutions to these problems. I have designed my Internet course to give students an understanding of the importance of the affect of local and global values, economics, and politics on environmental problems and their affect the viability of solutions to these problems. In addition to integrating all aspects of environmental problems into my on-line lectures, I have used Internet links to help students understand how organizations and people in different countries view environmental problems. I have also used Internet links to help students explore how politics and economics influence solutions to environmental problems in different parts of the world.

Science courses are not developed for Internet delivery as often as courses in other areas because of the difficulty in developing appropriate laboratories for these courses. One of the major innovations of my course was the development of laboratories for Internet delivery. I have designed a number of creative laboratory exercises that students can research on the Internet. These exercises present students with an environmental problem that they can learn about on the Internet. The problems are designed to get students to integrate and see the effects of values, economics, and politics on possible solutions to the problem. In addition, the projects are designed to get students to explore the agendas of different organizations involved with the environmental problem and to see how solutions need to differ in different countries of the world. Students complete their lab exercises by writing a paper in which they are required to explore all aspects of an environmental problem and possible solutions to the problem given the social, political, and economic constraints. These laboratory exercises help students learn to research information on the Internet, evaluate the biases of their sources, and gain a much greater understanding of the complexity of environmental problems and their possible solutions.

Another innovation is that the course is designed for non-science majors and has been structured so that students with little or no previous science background can work their way through the course, building the background they need to understand the science, politics, and economics of complex environmental issues. In addition, to using on-line lectures, I have also used Internet links to help students build the background they need to understand the material presented in the course. I have also used still images and video clips to help illustrate concepts in the course. Students who do not understand material in my on-line lectures can access a direct e-mail link to my computer on each web page of my on-line lectures. Students can also use e-mail to turn in their course assignments or contact other students in the course.

My design of this Internet course could easily be adapted by other colleges for many science courses. The lab requirements of some science courses, such as chemistry, would be difficult to adapt to the Internet because they involve the development of hands-on laboratory skills. I believe that many other science courses could be developed for Internet delivery using existing web links for the observational portions of labs. Student laboratory exercises in these labs would concentrate on student understanding of the processes involved, as well as analysis and interpretation of observations and data.

I recently finished development of my Internet version of Environmental Science and it is currently being offered for the first time (Spring 1999). The acceptance and need for this course is demonstrated by the fact that even though the course was not widely advertised it has sixteen students enrolled, which is over its enrollment cap of fifteen students. This is more students than the majority of the other Internet courses offered by the College. My students have only been in the course a short period of time, but initial responses to the course are very good. I have been very impressed with the quality and the in-depth understanding of environmental issues demonstrated by the lab exercises students have done in the course.

Online College Algebra Course

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Construction of the course began in the summer of 1998 with outline pages for each lesson and a course calendar. The expansion into a complete and independent course will be complete by the end of spring semester, 1999. At present, there are five students enrolled in the course.

Although there is an assigned textbook, the course was designed to be independent of a specific text. The course material is divided into seven lessons that roughly correspond to the chapters of a standard College Algebra text. The following outline illustrates the links within the course web pages.

Course Homepage

- Course Information Page
  - Reading Assignments
  - Assigned Problems
    - Worksheets
  - Course Calendar
  - Web resources
- Learning Links Page
  - Forums
  - Lesson Pages
    - Lecture Guides
    - Real Media Lectures
    - Online Quizzes
  - Practice Exam Pages
    - Exam Topics
    - Practice Exams
    - Practice Exam Keys

The course information page is the syllabus for the course. The pace of the course is set by the course calendar, which includes due dates for all written assignments and online quizzes. All text specific assignments are listed on three pages, one for reading assignments, one for assigned problems and one for problems to be turned in. Only these pages need to be revised if the instructor wishes to use a different text. The course information page also includes links to appropriate web pages: the download site for Real Player, a TI82 graphing calculator tutorial, and the online tutorial maintained by the publisher of the text.

The main body of the course is accessed through the learning links page. Currently, there are three forums available to the students: the Homework Help forum, to which students can post questions about the assignments; the Problems forum, to which students can post difficulties they are having with the web pages; and the Suggestion Box, to which students can post suggestions to change or improve the course. Also linked to the learning links page is the practice exams page. For each of the major exams, there is a page of topics covered on the exam, a practice exam and the solutions to the exam.

The bulk of the course, however, is included in the lesson pages. Each of the seven lesson pages is subdivided into sections. Within each section, there is a lecture guide page containing learning objectives, calculator objectives, new terms, formulas and links to the corresponding reading and problem assignments. Each of the twenty-five sections in the course is covered by an online quiz, which can be accessed from the lesson page.

The construction of the course was aided by the Web-Course-in-a-Box technology, but the real challenge was the inclusion of the course content. It was felt that the web course should not be a correspondence course in which the students rely only on the text for information. Pages of written explanations would not be effective in a College Algebra course, especially since HTML does not at this time support mathematical symbols. The decision was made to include lectures similar to those presented in the classroom.

The lectures are created using PowerPoint so that equations and graphs can be easily included. Synchronous audio files are linked to the presentation, and the Real Presenter plug-in is used to convert the presentation with narration into a Real Media file. Students can view the lecture using Real Player, the basic version of which can be downloaded from the internet at no cost. Although the conversion process does not preserve animation within each slide, sequences of slides provide online students with a step-by-step development of each topic. Examples illustrating new concepts are included in each lecture, and students are able to pause the presentation and attempt the problem before viewing the solution. At this time, there are forty-one Real Media lectures linked to the course, varying in length from three to twenty-three minutes. The full course will contain seventy-one lectures when complete.

The online materials also provide support to the on campus sections of the course. It is hoped that this additional resource will positively impact the completion rate in College Algebra. Plans for future improvements include the conversion of the course into the WebCT format and the inclusion of instructional videos.

Online Degree Program

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In 1998 the Commission on Higher Education approved Florence-Darlington Technical College as the first college in South Carolina to offer the Associate in Arts degree via the Internet. The program has also been approved to be included in the Southern Regional Electronic Campus (SREC) of the Southern Regional Education Board (SREB).

Florence-Darlington Technical College developed the Online Degree Program to make life-long learning more accessible for citizens in the college service area and to better meet the needs of local industry for retraining workers. Since the program's inception in spring 1998, the online course enrollment has more than doubled every semester. Currently 143 students are enrolled in online courses.

The online courses are in demand because they assist students and workers to balance their professional and personal lives with their educational needs. Our Internet students include mothers with small children, military personnel who cannot attend on-campus courses, and industrial personnel who work shifts. While the online courses make education more accessible for off-campus students, more than 90 percent of the students enrolled in Internet courses at the college simultaneously take courses on the campus. These students have found that the online courses offer more flexibility in scheduling.

To meet the needs of online students, the college provides a variety of services. Students can contact faculty by the college's 800-telephone number, by fax, or by mail. Most online students communicate with the faculty via e-mail and file transfer. The college also provides online access to library holdings, which include several online databases, such a First Search. In addition to the online library, the college provides the following online services: student application, registration, financial aid application, bookstore services, student advising, and career services.

The engine that makes all of these online services possible is the technological infrastructure. Underlying the web pages, online course materials, and online forms are the hardware and software that make it possible for students at a distance to access these services. The hardware includes an Alpha web server; a Dell e-mail server; remote-access server modems; a firewall; and the requisite routers, bridges, switches, and hubs needed to support the increased network traffic. The software infrastructure includes Outlook e-mail, which is well suited to handle file transfers and web pages, Windows NT, Front Page, Adobe Acrobat, and Web CT.

In developing the Online Degree Program, the college recognized that more than hardware and software would be needed to develop and maintain a quality program. The first step was to hire an Online College Director whose duties include maintaining contact with students and faculty, evaluating the quality of online courses, and serving as liaison among the various student support services departments. The Online College Director also acts as a one-stop support desk for online student questions about academics or student services.

In addition to the Online College Director, the college has added two additional positions—the webmaster and the multimedia instructional specialist—to support the Online Degree Program. The webmaster assists faculty, maintains the college web page, and serves as a one-stop technical support help desk for students who are taking online courses. The multimedia instruction specialist assists faculty to develop multimedia materials for online course development and delivery.

The college also hired an Online College Analyst whose duties include evaluating and re-engineering online student services. The analyst works with departments to analyze every step of the online process from the receipt of an online admissions application through graduation and job placement. In the coming year the analyst will help to develop a seamless interface between the Online Degree Program web pages and the student database. The analyst is also tasked to develop an extensive research program to evaluate the effectiveness of online instruction. The analyst will collaborate with researchers from two other colleges to develop research designs to answer important questions about the effectiveness of online education, as well as to evaluate and improve the effectiveness of the various online student services.

The technology developed to support the online degree program has also benefited faculty and students in classroom-based courses. Now, all students at Florence-Darlington Technical College can contact their professors via e-mail. A second benefit has been the transfer of online teaching techniques from faculty to their traditional classes. The online faculty members have rapidly incorporated online components into their campus-based courses, and as result, other faculty are now adding the Internet to their curriculum. We expect that within the next few semesters nearly all courses will have multimedia and Internet components.

Florence-Darlington Technical College is pleased that it has been able to use technology to better serve the citizens and businesses of South Carolina. Through this innovative use of technology, the college is making education more accessible to students. As the demand continues to grow, the college will add other online programs such as computer networking, business, criminal justice, and paralegal studies.

Virtual Library Reference Desk

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Library services have always provided a cornerstone to academic success in college. Most recently technological advances have allowed students to obtain library services through the Internet and home computers. This development has been accompanied by increases in the amount of information available. Several components of library services, however, have been absent from this new "online access." These absent components include the personal attention and human interaction that are so integral to a library's ability to provide professional assistance to patrons and students.

With this concern in mind, Lincoln Land Community College sought to improve the library services offered to its 2,000-plus off-campus students. Assisted by a grant from the Illinois State Library, LLCC library staff developed and subsequently implemented a series of "Virtual Reference Desks" designed to improve access to library services.

The Lincoln Land Community College serves residents in the largest geographic community college district in the State of Illinois (over 4,000 square miles). As such, the college library has a patron base that includes all of the matriculated students from this district as well as the citizens living within district boundaries. In an effort to serve its students and patrons effectively, the college has developed several regional education centers. Currently, students are served at a Southern Regional Center in Litchfield, IL., a Western Regional Center in Jacksonville, IL., an Eastern Regional Center in Taylorville, IL., and a Northern Regional Center in Petersburg, IL.

The challenge presented for the library at Lincoln Land Community College has been to provide students at the regional education centers with a comprehensive library program. To meet this challenge, during the past year, one library staff member has been assigned to coordinate and plan resource services for each of the regional education centers. Students' and patrons' comments to regional education staff, as well as a discernible reluctance by students to use the library resources without personal assistance led to the determination that human assistance is needed at each of these education sites.

As a result, the "Virtual Reference Desk" was designed to provide a connection between students at the regional education centers and the on-campus library staff. By using digital videophones and specialized software, students may now receive one-on-one reference assistance through a PC. Each regional education center has been equipped with a Virtual Reference Workstation. A student may "call" the primary Virtual Reference Desk, located on the main campus, and have visual and audio connection with the librarian on duty. They also may interactively "share" computer screens, allowing the librarian to assist the student with any research database they may be using.

For example, a student at a regional center may need help using one of the research databases. By simply double-clicking on the Virtual Reference Desk icon they will be connected, via a T-1 line, to a research librarian on the main campus. Thereafter, the librarian and student will be able to both see and hear each other, enabling a standard reference interview to be conducted. The librarian, employing the computer interconnectivity can then take control of the student's PC to create the on-screen search while the student watches from the regional center.

To transform this technology-based concept to reality, many staff members from LLCC's main campus library, as well as support personnel at each regional center, had to be trained to assist students via the Virtual Reference Desk. By providing this training the hours that the Virtual Reference Desk is available were increased, as well. Regional education students may now receive library assistance during all working hours of the main campus library.

With all of the planning, developmental activities, and staff training completed, the actual use of the technology needed to be tested by the off-campus student population. Would the Virtual Reference Desk really provide students with the human interaction needed to conduct quality reference assistance? Feedback from faculty, students, and staff at the regional education centers consistently indicates that the Virtual Reference Desk indeed does provide the needed human contact that the students were not getting before.

The primary goal for this project has already been achieved in that our students and patrons are being effectively and efficiently assisted in their educational pursuits and their use of library resources. This goal was largely facilitated by the ability to develop and implement the Virtual Reference Desk and workstations. By establishing the Virtual Reference Desk students in our four outlying regions now routinely accessing library resources and personnel that otherwise would have been out of their reach.

This project is unique by addressing the need to provide library interpretive and reference service through technology. It is addressing a real need in the community college environment and will support the future direction of college instruction in terms of Internet and distance learning initiatives. The project uses basic "off-the-shelf" technology that is easily replicated in other environments and easily updated as newer versions of software are released. It provides a model for using this type of interaction in other college activities such as counseling, study skills and registration.

The successful utilization of technology to facilitate student support with the Virtual Library Desk has now been expanded to enable other LLCC services to be offered in a virtual mode. Presently financial aid staff are being scheduled to advise off-campus students using the same technology initially acquired for the library project. Protocols are also being developed so students can interact with faculty, tutors and Learning Center staff. Interactive advising by Career Center, Student Development and JTPA/Opportunities staff are in the preparatory stages, as well.

LLCC views the use of this virtual technology as a very efficient and cost-effective means for providing off-campus students with many important services. As a result, efforts to further explore the use of this very important technology will continue into the new millennium.

Moraine Valley/Micron Electronics Enhance Student Learning

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In 1986 Moraine Valley Community College opened its Center for Contemporary Technology (CCT) to foster and promote student learning in career and occupational programs. The hub of the CCT consists of approximately 20 microcomputer labs dedicated to state-of-the-art instruction in management information systems, client-server, local area networks (LAN), electronics, and computer-assisted drafting (CAD).

Five years ago, the college realized that the CCT labs were proliferating with after-market, off-brand microcomputers obtained from a variety of low-bid vendors. Due to the differing brands of hardware, CCT technical staff were not able to keep adequate parts or perform routine maintenance; furthermore, different vendor-supplied microcomputers had widely varying reliability. While the original purchase price of these microcomputers was meeting a competitive low-bid standard, long-term maintenance agreements and poor reliability were costing the college thousands of dollars each year for microcomputer service and replacement. Based on an amortization study of all accrued costs, it was determined that the procedure of accepting low-bid contracts for microcomputers was not cost effective in the long-term.

Furthermore, the college had to address the actual long-term use of computers by faculty and students. Faculty had agreed for several years that purchasing at the high-end for CAD and LAN would allow cascading of microcomputers to lower-end curricula. However, due to the poor reliability and service life of non-major brand microcomputers, the low-end curricula received poor quality hardware that faculty and students found difficult to accept. Clearly, the college was finding that the price of continued parts replacement and maintenance was not being cost effective.

To seek a solution to these problems, the Vice President for Academic Affairs enjoined key instructional computing faculty who were the major stakeholders in the use of computing technology. These faculty were requested to make a recommendation for future computer purchases based on the following issues:

- the college would always receive a cost-effective and reliable computer.
- technical staff would have parts readily accessible and on-going maintenance could be expected to be minimal.
- faculty should consider the benefits of an implied business partnership, which over time, would result in significant discounts from the manufacturer and support for college computing programs.
- since the faculty had already decided to purchase computers at the high end and cascade computers based on stratified needs, faculty receiving the cascades would always be assured of a consistent and quality product. Thus, no program would perceive being treated as second class.
- local suppliers would not be considered due to potential conflicts of interest.

Based upon the research provided by this faculty team, three computer manufacturers were identified as industry-wide leaders in terms of price-point, reliability, warranty, and service. These companies were Dell, Gateway, and Micron. As direct-to-the-consumer companies, their price-points were highly cost-effective since margins associated with retail outlets were absent, and numerous independent publications had identified these companies as the most reliable in terms of product and warranty. After an informal survey was conducted with other technology users, the choice of the faculty was Micron.

We are now in our sixth year of purchasing Micron computers, and we continue to be immensely pleased with the product, cost, reliability, and service. For example, in summer 1998, 25 Micron computers arrived for a new laboratory in the L-building. Several of the monitors were not functioning properly. Micron was contacted and within two days all 25 monitors were replaced at no charge to the college. In fall 1998, 119 Micron computers were purchased, the college receiving a superb discount of over 10 percent off the retail price. The college presently owns and maintains over 700 Micron computers in its academic laboratories, and we are proud to say that maintenance is the exception rather than the rule.

An elegant example of the benefits we have received from Micron, due to this implied partnership, occurred this fall when the college submitted two major grant applications to national foundations. Upon receiving notification that one of these foundations had approved a major grant award, our business partnerships were cited as being instrumental in the approval process. It is not routine for computer manufacturers to pledge this type of support.

In conclusion, the Moraine Valley/Micron computing partnership has allowed our college to provide state-of-the art computing cost effectively, has allowed faculty to be very pleased with low maintenance requirements and the cascading of technology, and has produced significant results as the college has pursued its grant opportunities.

The Planetarium as a Classroom

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This program was also entered in Category I, Exemplary Initiatives in the Classroom. See page 52 for complete program entry.

Incorporating Instructional Technology in a Multi-Discipline Department

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Introduction

Responding to an emphasis in the health care industry on multi-skilling, the Medical Laboratory Technology Department and the Medical Office Assisting Department combined forces to develop a multi-discipline department encompassing the areas of medical laboratory technology, medical office assisting, phlebotomy, and electrocardiac monitoring. A major outcome has been expansion of student numbers by 37 percent without additional faculty. One of the strategies used to stretch faculty resources has been the incorporation of technology within the four curricula. The faculty members are currently using the following technologies in the classroom:

- Individualized computerized presentations produced by faculty members
- The Internet
- Commercial Software
- Simulators

Resources

Instructional technology has been given a high priority at Orangeburg-Calhoun Technical College for budgeting in the last three years. For the MLT/MOA/Phlebotomy/ECG Department the following resources are available for use in the classroom and individual student use:

- A multi-media lab with 12 student work stations, each connected to the Internet. All software used in class is available to the students for individual review. Students utilize these work stations in addition to classroom time.
- A multi-media cart for classroom presentations. This is shared between two classrooms. Plans are underway for a second multi-media set-up.
- A 35mm camera set-up on a dedicated microscope for producing photomicrographs. The photographs are converted to computer graphic images for classroom presentations and student review packages.
- Video camera set-up on two dedicated microscopes. The cameras, housed in each of the two laboratories, are used to teach microscopic work in the classroom and videotape cellular activity in the living state. Video recordings are also converted to computer images.
- A digital camera is used to produce images that provide step-by-step instructions for each of the skills that students are mastering.
- An ECG simulator provides hands-on experience for arrhythmia training.

Strategic Plan

Capitalizing on the multi-discipline approach, the department has emphasized the areas of overlap in the four disciplines for software purchases. Three areas particularly targeted have been phlebotomy, electrocardiography, and vital sign measurements.
Registry review has also been targeted for software purchases. The Medical Laboratory Technology Program has had a 100 percent pass-rate on the American Society of Clinical Pathologist's registry for the last eight years. The Medical Office Assisting program had a 91 percent pass-rate for the 1997 graduating class on the examination given by the American Association of Medical Assistants.

In addition to commercial software purchases, the faculty members have developed computer presentations to enhance classroom instruction and for reinforcement of theory. As with the commercial software, special emphasis has been given to the areas of overlap for the four curricula. For example, proper handwashing technique was photographed with the digital camera and step-by-step instructions were provided with each slide. The instructors have used the presentation for introduction in lab and the students have reviewed it in preparation for skills evaluation.

In the Medical Laboratory Technology program a complete learning module has been developed in the area of parasitology. Parasitology is covered minimally on the ASCP Registry and most MLTs will not be expected to do parasitologic identifications, however it is an important subject that needs coverage. The parasitology module enables the students to learn the basics at a faster pace. Parasitology has been one of the higher scoring areas of the microbiology section of the ASCP Registry for the Orangeburg-Calhoun Technical College MLT students. Most of the images in the module were downloaded, with permission, from the Internet. Other modules are being produced utilizing original photomicrographs.

Students in clinical training come back to campus to utilize instructional technology available in the Health Sciences Media Center. The learning activities available in the Center include reviewing for certification examinations, reinforcing clinical skills, and researching case studies and clinical papers via the Internet.

Adaptability

Although there has been a heavy investment in equipment and software to provide a comprehensive technology plan for the MLT/MOA/Phlebotomy/ECG Department, the basic strategic plan could be adapted on any scale. The faculty members built upon using existing technology (e.g. video connections to microscopes, standard 35mm camera) and expanding into newer technologies—scanners, digital cameras, and multi-media presentations. The instructors have examined each area of the four curricula, looking for the best and most efficient uses of instructional technology.

Outcomes

Positive outcomes, both qualitative and quantitative, can be documented since the incorporation of technology within the four curricula. Although all of these outcomes cannot be attributed solely to technology, the faculty members believe technology has played an important role in student success. Student numbers have increased by 37 percent. All students graduating from the MLT curriculum have passed the ASCP registry for the last eight years. The MOA pass rate for the AAMA registry was 91 percent for the 1997 graduating class. The students and graduates of all four programs have been well received in clinical affiliates and by employers. Positive reactions have been received in surveys, advisory committee meetings and individual interviews of the clinical affiliates. Students have responded favorably to the use of instructional technology in formal surveys and informally on an individual basis.

Summary

Changing environments require new solutions and new ideas. The wise use of technology has been essential to maintaining the viability of the four programs represented in this exemplary project.

Centrifugal Learning: A New Paradigm for Faculty and Technology

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Precis

Richard J. Daley College in Chicago, one of the City Colleges of Chicago, has created an extensive substantial technological infrastructure. The greater challenge, however, has been integration of technology into the teaching community. Three-quarters of the faculty have served more than twenty years, more than half for more than thirty years.

Centrifugal learning is a replicable approach to faculty education in technology that emphasizes outreach and age-appropriate individual learning styles. Just as the instructor-centered classroom is an outmoded approach to instruction, so "center-based" resources for faculty are likely to be underutilized because they misplace the emphasis on teaching rather than upon learning.

Centrifugal learning begins with personal skill development focusing on ways that directly and immediately help faculty in their daily teaching. Assisted success with technology opens faculty to additional exploration. The final step becomes faculty teaching their colleagues, and widening circles of interest in the broader faculty culture.

Goal: Faculty comfort with technology

While the administrations at many colleges find that educational technology is required for college image, often the new technology is little utilized by the most experienced and most respected faculty. Many faculty believe that technology draws disproportionately upon college budgets and depersonalizes education. As a result, technology can become more as a burden than an opportunity. The administration is sometimes forced into a highly competitive job market for faculty with technology skills and, at best, is left with a sharp split between young "techies" and older technophobes.

The obvious objective is therefore for colleges to make eager learners out of instructors who are firmly set in their ways and who lack interest in technology. But common wisdom says that 1) older faculty lack energy, time, and curiosity to learn technology and 2) such faculty see no advantage in changing their ways.

Technology and Daley College

Daley was the first of the City Colleges of Chicago to be entirely wired for the systemwide network, the first to post its course schedules on the Internet, and the first to distribute new PCs to faculty. The college now has 750 Pentium PCs, all with Windows 95 or higher. Fifteen computer labs include those with specialized software for language arts, mathematics, chemistry, and physics, as well as computer-assisted tutoring and testing. More important, technology has increasingly become recognized as a transforming force within the college. This is being achieved by "centrifugal learning" as an integral part of the technological enhancement of the college.

The Daley College model has several elements, including centralization of a small quantity of hardware and an individual approach to faculty. All faculty have access to a departmental PC and, on request, can be put on a list to receive a PC for their office (to share with their officemate). There is a lab facility with six networked PCs, a color printer, a scanner and other equipment. This lab, adjacent to the library and easily accessible to faculty, is reserved for training sessions and for faculty use. Instructors may schedule lab time to receive a short tutorial on subjects like e-mail or conducting a web search.

Centrifugal learning: a replicable paradigm

Equipment of the kind described above is available at many colleges, but often receives limited use. In fact, that was the case with the facility at Daley College (the Center for Learning and Teaching—CELT) before development of the centrifugal concept. The facility existed, was staffed, and held scheduled workshops, but produced minimal response and little use. Faculty felt little incentive to accept much less embrace change. The key to successful involvement of faculty has been the centrifugal model, based on elementary learning theory. Yet a simple premise is often overlooked when considering faculty continuing education. The desire to learn must come from within the individual learner. The desire to learn, once awakened and encouraged, radiates and intensifies. An example is the bored young person who begins with a curiosity about an odd postage stamp, begins collecting stamps, becomes fascinated by historical stamps, develops an interest in studying history and becomes an historian.

CELT has become a distribution point for instructional activities given widely throughout the college. Most activities are held away from the lab—in departmental meetings, or as part of other college activities. The purpose of these brief presentations is not to "sell" use of technology in the classroom but, instead, to demonstrate how technology can make the instructor's work easier. Some examples: how to easily create course syllabi, how to make and revise overhead slides, how to move from overheads to electronic slideshows, how to develop new resources for classes, and how to maintain electronic student records. Presentations end with an offer to assist faculty in getting what they want from technology. The coach's agenda is to determine what resources the faculty member now uses. When there is interest, she works directly with that person applying technology to meet those needs.

Outcomes

The most obvious outcome is that almost all of the college's 76 full-time classroom faculty have attended CELT activities. More than 40 percent are now engaged in follow-up coaching. Individual coaching appointments and meetings with the CELT director average three a day. The most senior faculty are well represented among the most interested. Our conclusion is that the common wisdom has often wrongly interpreted faculty shyness and lack of technological confidence as lack of curiosity and of energy. Once technology becomes easily accessible and makes daily work easier, self-interest can move faculty almost effortlessly over the "technology threshold." With curiosity awakened and radiating outward, energy is mobilized for further exploration. Finally, of course, the centrifugal paradigm continues. Faculty—who, by their nature love teaching—are now enlisted to give workshops for other faculty. The end result: creation and expansion of a contemporary learning environment, in which faculty are able to utilize new technology as it becomes available, combining their academic expertise with the tools of technology to better serve our students.

Instructional Technology Initiative for Developmental Mathematics Students

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Background

In the Fall, 1995 semester, the Suffolk County Community College (SCCC) Strategic Planning Council focused on various aspects of College activities that would improve retention and recruitment of students while using efficient methods to deliver College services. In particular, attention was focused on the courses the College used to deliver developmental mathematics - specifically its three-contact hour MA01—Basic Mathematics course. Professors primarily lecture to classes sizes of 15 teaching arithmetic concepts. This course is follow by a second developmental course, a traditionally taught four-contact hour MA07—Algebra I. The Mathematics Department felt that a more seamless and flexible approach to these courses could be developed allowing students, who are able, to move more quickly through the content of both courses to acquire the necessary mathematical skills required in credit bearing courses. A step in the right direction, the mathematics faculty developed MA06—PreAlgebra and Algebra I, a combination of MA01 and MA07. Qualified students would be able to complete MA06 in one semester. This approach was not complete.

In the Spring 1996 semester, faculty members, while attending the New York State Mathematics Association of Two Year College's conference, discovered a product entitled *Interactive Mathematics* that was being developed and marketed by Academic Systems, Inc. This multimedia software and accompanying books could be used in teaching MA07, MA27—Algebra II, and MA61—College Algebra with Trigonometry courses. Academic Systems visited SCCC to present *Interactive Mathematics* to the Vice President of Academic Affairs, Deans of Instruction, Area/Divisional Deans, and the Mathematics Department Heads. The Mathematics Department formed a college-wide faculty committee and an administrative group was charged by the Vice President of Academic Affairs to investigate the use of this interactive product in delivering MA01, MA07, and MA27 course material.

Investigation

The faculty committee visited a local college where *Interactive Mathematics* was being used and discussed the product with their colleagues. The Committee met during the summer of 1996 to draft a method to use this software in developmental mathematics courses, initially to promote a seamless approach to these courses. However, the Committee then decided that a completely new approach must be devised. A classroom that contains multimedia computer technology for the student, collaborative workspace for the learner and instructor, and a mediated-learning approach to be incorporated by the teachers was envisioned. They agreed that a learner-centered environment is what was needed! The administrative group encouraged the faculty to pursue a National Science Foundation (NSF) grant to fund the build of three mediated-learning classrooms with an eye on matching funding from SCCC.

Developing the Plan

The faculty committee proposed that the mathematics mediated-learning approach would need a local area network, a room with thirty multimedia Pentium clients, a collaborative work area, a ceiling mounted multimedia projection system, software licenses, furniture, and require two faculty members (a teacher and a professional assistant) present for each class meeting.

A financial model was created that was used to describe the impact of funding this project. The model revealed that if a 7 percent increase in retention occurs through a mediated-learning in MA01 and MA07, SCCC could realize, over a three-year period, additional revenue to financially support the project. Furthermore, the President, along with the Vice Presidents for Planning and for Academic Affairs requested that an outcomes model be designed to measure student retention rates, graduation rates, and mathematics achievement levels for those students using a mediated-learning approach as compared to the traditional class approach that students follow will also continue at SCCC throughout the project.

Preparing the Funding Rationale

The faculty effort in pursuing NSF funding was not successful, but it enabled them to solidify their ideas through the grant development process. Through a series of two smaller Vocational and Applied Technology Education Act grants, the faculty were able to participate in a mentor development project employing *Interactive Mathematics.* These projects entitled *MathStar I & II*, began the acquisition of faculty multimedia computers, faculty training in learner-centered technology-based activities, and the formation of mentor relationships. During 1996-97 faculty and students reviewed the *Interactive Mathematics* product. SCCC partnered with Academic Systems to develop materials for MA01, entitled *Fundamentals of Mathematics*, and sent an administrative and faculty team to visit several community college sites that used *Interactive Mathematics* extensively. Furthermore, the mathematics mediated-learning project became part of the College's new initiative proposal for 1997-98 and was considered as a venture capital project. A series of presentations was made to Suffolk County officials to familiarize them with the mathematics mediated-learning concept as a cutting-edge initiative and an investment in developmental mathematics learning and teaching. In June 1997, the County approved $325,00 for the Mathematics Mediated-Learning new Suffolk project.

Preparing the Faculty and the Facilities

Through the help of a Mathematics Mediated-Learning Committee-at-Large (Vice President of Academic Affairs, Executive Deans, Deans of Faculty, Area/Divisional Deans, Department Head of Mathematics, Mathematics Faculty, and Academic Systems Inc.) within a seven-month period (July 1, 1997 - January 1998) the stage was set to begin teaching MA01, MA07, and MA27 using this approach. Job descriptions for the professional assistants were developed. Two three-day faculty-training sessions were held with over 70 faculty attending and completing the training.

The Director of Institutional Research developed an outcome assessment plan that was approved by the Committee-at-Large. College-wide syllabi were agreed on and tests were developed. New initial rosters were developed containing student's mathematics placement and achievement information. New final grade reports were created and College software was altered to handle the reporting of the grades. Student Advisement software needed to be altered to reflect the seamless approach being taken. Counselors were trained on the meaning of the new approach in mathematics. The faculty at SCCC are much more technologically literate and more understanding of what it takes to create a learner-centered environment. We will begin to see the initial student learning outcomes by March 1999.

SECTION III

EXEMPLARY INITIATIVES IN PARTNERSHIPS AND LINKAGES

PROGRAM AWARD WINNER

Future Focus: A Model Community College-School District Partnership To Improve College Readiness

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Statement of Purpose

Montgomery College (MC), a multi-campus community college serving over 22,000 students in suburban Maryland, and Montgomery County Public Schools (MCPS), its primary feeder and one of the nation's largest school districts, have established a partnership called Future Focus to improve college readiness and strengthen the college aspirations of high school students identified in the 10th grade as being academically at-risk. Because Future Focus offers a continuum of academic support and features a strong assessment component, it has the potential to become a national model of collaboration between secondary and postsecondary institutions.

Building on a successful pilot conducted in 1996-1997, Future Focus addresses student gaps in reading and writing identified by the college course placement assessment process: it advises students into more rigorous high school courses, offers students follow-up courses in college preparation, develops parental awareness of college programs, develops a school district and statewide faculty development program in teaching reading and writing in the content areas, creates professional development opportunities for faculty and counselors from each institution, and develops a support base for mentoring and funding within the business community. Future Focus will change the way both MC and MCPS educate their students. Participating students will experience greater success in high school, a seamless transition to college, and greater success in college.

Statement of Need

The problem of college readiness is national in scope, and state and local data on the growing need for developmental education programs at the college level mirror the national trend. While four-year colleges and universities have found it increasingly necessary to provide developmental services to under prepared students, the majority of developmental education takes place at the two-year college level. At Montgomery College, the percentage of MCPS graduates testing into developmental courses is steadily rising. In 1994, 39 percent of entering MCPS graduates were reading below the eleventh grade level; by 1996, that number had risen to 49 percent; in 1998, 50.3 percent of entering MCPS graduates who took the college's course placement tests were placed into developmental reading. Additionally, with the adoption of the Maryland State Department of Education Core Learning Goals (CLGs) in 1996, the State focused on high school improvement as the culminating effort of its school reform agenda. The CLGs contain the essential skills and knowledge that will be expected of all students in English, mathematics, science, social studies, and skills for success. Achieving a passing score on these assessments will be required for a Maryland high school diploma.

The Significance of the Partnership

The under preparedness of entering college students is a serious problem not only for the individual student, but for school districts and open access institutions of higher education. The drain of individual, school district, and college resources of time and money caused by academic under-preparation compels broad-based investment in collaborative community-based approaches to improving college readiness. Numerous partnerships exist between high schools and community colleges offering school-to-work programs and career education, a wide variety of developmental courses, and parent and individualize student outreach projects. Future Focus is unique, however, in taking a holistic approach in which a regimen of assessment and course placement instruments designed by the Educational Testing Service (PASS and Accuplacer) lies at the nexus of community involvement. Everyone involved—students, their parents and teachers, postsecondary educators, and the wider community, particularly the business community—plays an interconnected role in closing the reading and writing gap and improving college readiness.

Project Design

Program components have been designed to achieve the following goals and objectives:

INSTITUTIONS

- Facilitating communication for the first time among governing boards, superintendent and president, deans, chairs, and faculty from the Montgomery County Public Schools and Montgomery College regarding all elements of the planning and implementation of the partnership program, including planning for long-term funding;

STUDENTS

- Testing MCPS sophomore students by MC using PASS, the secondary version of the placement test used by MC, Accuplacer, to provide an early warning to under prepared students;
- Advising at risk students of their expected placement level, advising them into more rigorous courses, counseling them to begin to view themselves as college bound;
- Using the test results to choose an appropriate population for an innovative after-school program in college readiness for both native and non-native speakers of English;
- Offering college credit and non-credit follow-up courses for the targeted population at their high schools and on the college campuses in grades 10, 11, and 12;

PARENTS

- Providing unprecedented components for parents of targeted students, both native and non-native speakers of English, to include a parent newsletter, evening courses at the high schools, and presentations and social events at the college;

COUNSELORS

- Building a new partnership between school and college counselors for sharing placement scores and information with students and their parents; developing PASS test results protocol; and determining transportation, time frame, and testing dates;
- Planning jointly an educational program for parents to raise their comfort level with being in a college environment, to inform them about financial aid, and to present information about college programs;

FACULTY

- Developing and presenting two in-service courses in the teaching of reading and writing in the secondary content areas, team-taught by secondary and college faculty;
- Arranging job-embedded follow-up for teachers after they have taken in-service courses by providing coaching and modeling in their classrooms for the purpose of supporting them through the predicted implementation dip;
- Developing and offering two in-service courses for middle school teachers to integrate reading and writing processes into the content areas and providing follow-up support in their classrooms;
- Offering a version of the reading and writing in-service courses as professional development for college faculty and providing implementation support;
- Offering a version of the reading and writing in-service courses as sophomore-level courses at MC for paraprofessionals working as teachers' assistants in the schools and throughout the community as tutors and teachers in their religious and community organizations;
- Using web-based delivery of the reading and writing courses for in-service credit for teachers throughout Maryland;

BUSINESS COMMUNITY

- Opening a dialogue with the business community to explore workforce needs and potential resources for mentoring, interning, and funding.

Evaluation and Replicability

The Montgomery College Office of Planning and Institutional Research and the Montgomery County Public Schools Department of Educational Accountability will collaborate in the formative evaluation of the preparation, implementation, and cyclical completion stages of this project. Measures will include assessment tests, satisfaction surveys, classroom observations, review of lesson plans, and college enrollment data. Results of information measures will influence the future delivery and modification of services. Measures of program effectiveness will be an important outcome of Future Focus; these will assess the college persistence, performance, and degree status of students four and five years following high school graduation based on samples from the first MC-MCPS collaborative study. Resulting data are expected to demonstrate the efficacy of the project's approach and will provide school districts and community colleges throughout the nation with confidence in the value of adapting Future Focus to their local circumstances. Because Future Focus combines the use of standardized ETS testing instruments (PASS and Accuplacer) with a continuum of instructional support, counseling services, college-based experiences for students and their families, and opportunities for academically-linked internships, it offers a very clear model for replication.

PROGRAM AWARD WINNER

Partnership Writing Seminar: Community College And High School Writers Collaborate

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"Now if I could just do this for all my papers!"

Ron, high school senior Partnership
Writing Seminar participant

The "this" Ron refers to is the opportunity to improve his piece of writing through oral and written feedback in a non-threatening and constructive learning environment at Northeast Iowa Community College (NICC) during the Partnership Writing Seminar. The partnership joins area high school writers with NICC College Composition students in a day of sharing and improving their writings and feeling good about themselves as writers. At the same time, the seminar offers the community college writers an assessment strategy to demonstrate their understanding of composition skills they have become aware of through their initial college writing experience. This Partnership Writing Seminar, which occurs in the spring and fall of each year, helps both the high school writers and the college composition students and their instructors succeed in their classrooms and fosters communication between its high school and postsecondary participants.

Throughout the month prior to the Partnership Writing Seminar, cooperating high school composition instructors from four secondary schools work with their senior writers to process descriptive or expository essays. (Obviously, any topic might serve the purpose.) On the day of the seminar, the high school writers bring four copies of their essay to Northeast Iowa Community College for the response group session.

During the seminar, each high school writer reads his or her essay aloud in an assigned group of four for response from the other three responders, one from another high school and two from NICC. After the oral reading, all members of the group offer their analyses of the strengths of the essay and areas that might be improved. Responders react to such aspects as the effectiveness of the title and introduction, the areas of the content which stand out, areas that seem unclear or need further development, and the effectiveness of the conclusion to bring the piece to closure. Writers are then offered the opportunity to have their essays edited by their group members.

After the oral sharing segment of the response group, all participants complete a metacognitive "debriefing card" which serves as a self-evaluation of the group process as they explain on an index card what worked well and what could improve the group session. This exercise helps the participants evaluate their own performance and writing. It also allows the seminar coordinators the opportunity to locate suggestions to improve the response sessions.

Next, the high school writers are treated to a social gathering and lunch in the NICC cafeteria. After lunch, a presentation on "post high school plans" by the NICC admissions director and sessions on developing a "powerful writing style" and "creating an effective thesis" by NICC writing instructors extend the Seminar's campus visit, but the project does not end here.

The high school writers take their essays back home to revise and to "create the final draft—redefine their purpose, reshape their draft, and rework the transitions between and the connections among their examples" (Trimmer 77) for re-submission to their Northeast Iowa Community College counterparts for final critique. The NICC college composition students then complete the project by re-evaluating the high school senior's revision and writing a letter to their high school partner which analyzes the effectiveness of the revision.

The Partnership Writing Seminar offers many advantages for the high school writers. First, it offers the high school writers a real purpose and audience for writing, for as Peter Elbow suggests, "There is no such thing as good-writing-in-general. You must make it good for this purpose and with this audience" (129). Furthermore, the response group offers the opportunity of writing for an audience other than the writing instructor. Linda Miller Cleary says, "With real audiences and real purposes, we can organize feedback so that students are not focused on pleasing the teacher (thus losing autonomy)" (56). Secondly, the high school writers work harder at this writing assignment because it is authentic rather than simply "another comp. assignment for a grade." Thirdly, the project helps students naturally attend to their editing skills because they realize that their writing will be read by a college student and that editing will enhance the clarity of their work.

The seminar concurrently offers numerous advantages for the community college writers. It enhances critical thinking skills of analysis, synthesis, and evaluation. College composition student-responders also develop clarity in communicating their spoken and written ideas to the high school writers, the effectiveness of which can be seen in the high school writers' revisions. Furthermore, the response group helps the college writers recognize areas in their own writing that they might focus on. Joseph, a NICC composition student, wrote, "The writing group let me see how I've improved as a writer, and it also gave me some ideas I might try in my next essay." The college writer also develops personal writing skills for a specific purpose and audience as he or she composes the personal letter of response to the high school student.

The Partnership Writing Seminar offers high school students the chance to "feel like college students" for a day. Throughout the dialogue with their college counterparts, the high school students become aware of writing expectations they may encounter in their future, post-secondary education. In addition, the seminar offers community college and high school instructors a forum for pedagogical dialogue, an infrequent luxury.

With the contemporary emphasis on student-centered learning and alternative assessment, the Partnership Writing Seminar offers writing instructors the opportunity to capitalize on current educational research and strategies. And best of all, the seminar helps both high school and college writers enjoy and improve their writing because "real audiences give students 'voice,' feelings of self-determination, and the satisfaction that feeds motivation to write again" (Cleary 56). Ashley, a high school participant, summarized the NICC Partnership Writing Seminar well by writing," Having a writing group to talk over a paper with me was really advantageous. It helped me see what I need to add and what to take out. I learned several things that could improve my paper. It was a good, fun experience."

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HONORABLE MENTION

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The Environment Project at the Community College of Baltimore County - Catonsville is a program that combines five components into a multifaceted effort to provide environmental education and training to the Baltimore metropolitan region and across the state of Maryland. The mission of the Environment Project is to advance sustainable development and promote principles, practices and processes of environmental concern through a variety of education and training programs. The first component, the Joint Environmental Tech Program, partners with the environmental magnet high school in Baltimore County to create a smooth transition to an A.A.S. degree at CCBC-Catonsville. Second, partnerships with business and industry have resulted in numerous initiatives across the state. Third, grant development and awards further the mission of the Project. Fourth, strong institutional commitment provides the support and facilities to focus attention on this program. Finally, the fifth component, outreach, gives visibility and leadership to statewide business, industry, and education efforts in support of environmental concerns.

Since its inception in 1994, the Environment Project has successfully led numerous initiatives linking environmental protection and economic growth. One unique example of such an initiative is the development and publication of *Environment Maryland!*, a directory of environmental business, education and career resources. *Environment Maryland!* profiles 1,000 environmental employers, 800 of which are private companies, and provides a comprehensive overview of environmental career and educational options. The *Environment Maryland!* initiative was created and led by the staff of the Environment Project. The initiative involved funding and resources from an unusual mix of project partners including three Maryland state agencies individually responsible for education, environment and economic development, a large non-profit environmental organization, an inner city economic development group, and a local high school. Released at a large downtown Baltimore press conference by the Governor of Maryland, *Environment Maryland!* has received acclaim throughout Maryland and across the United States. The directory is being viewed as a model workforce development directory, and several thousand copies of the directory have been distributed to interested students, parents, educators, and employers. The Project is now working with the Governor's Office and several state agencies to develop an *Environment Maryland!* Website.

A second illustration of the Project's innovative efforts to link environmental protection and economic growth is the development of the Maryland Environmental Business Alliance, a statewide coalition of environmental companies. The Alliance began as the curriculum advisory committee for the A.A.S. degree program in Environmental Science and Technology program offered through the Environment Project, the only program of its kind at any community college in the state. In the two years since its inception, the Alliance has sponsored an ambitious program of monthly meetings with representatives from over 400 environmental companies participating. Membership in the Alliance now stands at nearly fifty companies, and the Alliance is pursuing a proactive role in the state's economic development efforts. The Alliance has been involved in several international trade programs and events, and an environmental industry trade mission to the Philippines is being planned for later this year.

The creation and growth of the Maryland Environmental Business Alliance has yielded several important, unique, and tangible environmental education outcomes. Perhaps the most significant is the development of an environmental School-to-Work program which placed several high school and college students in internships with Alliance members and other local environmental employers. Students involved in this program gain valuable, practical work experience while being exposed to theoretical concepts and principles in the classroom. In addition, teachers and faculty, through contact with Alliance members, have gained a greater understanding of environmental careers and the linkages between environmental protection and economic growth.

Another example of the Environment Project's efforts to link environmental protection with economic growth is the Industrial Ecology Curriculum Project (IECP). The goal of IECP is to develop a leading edge curriculum in industrial ecology for use in community colleges around the country. The project is spearheaded by the Environment Project in partnership with the National Environmental Education and Training Foundation, the National Institute of Standards Manufacturing Extension Partnership, the Association of Small Business Development Centers, AT&T, Lucent Technologies, and R.R. Donnelley and Sons Company. The long-term mission of the project is to improve both environmental and economic performance of small and mid-sized companies through training in industrial ecology principles, practices, and processes.

The *Environment Maryland!* directory and the creation of the Maryland Environmental Business Alliance have greatly enhanced knowledge and understanding of the linkages between environmental protection and economic growth. Educators, students and guidance counselors in Maryland have gained valuable insight into environmental careers and educational options due to the efforts of the Environment Project. Project staff have given numerous presentations on environmental careers to audiences across the state, as well as in disadvantaged urban areas.

There is a much greater understanding of the implications and importance of Maryland's environmental industry and the need for an environmentally aware and educated workforce. For example, the Governor of the state has recently designated environmental protection as one of the state's critical growth industries and the number of trade missions between overseas representatives and Maryland environmental companies have increased sharply. Alliance members are currently conducting discussions with state representatives on how best to develop solutions for pfiesteria as well as how to proceed with Brownfield's regulations.

Sustainable development will require innovative and unique partnerships, programs, and people. The Environment Project is working hard to assure that environmental education is a critical component to "eco" nomic development.

Albuquerque TVI/US Air Force Philips Lab

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The Federal Government has mandated defense research facilities to transfer technology developed by them to the public schools, community colleges and universities. This has resulted in a partnership established by TVI with Phillips Laboratory at Kirtland Air Force Base. The Machine Tool Technology program at TVI will be able to use the facilities at the manufacturing-machining center at Phillips Lab to teach advanced machining technology.

The teaching of advanced computer programming and machining practices by the TVI Machine Tool Technology Program at Phillips Lab was made possible through this partnership. As part of the agreement, TVI also includes partnerships with Albuquerque Public Schools, and Southwestern Indian Polytechnic Institute. This permits the training of students of the partner schools at TVI and Phillips Lab. The agreement also permits TVI to expand their existing Metals Technology Associate Degree and to pursue university transfer opportunities for its students.

The machine tool technology program at TVI already has a computer numerical control program. However, the machine tools available at Phillips Lab enable the students to use more advanced technology machining centers and computer programming.

The partnership began with TVI establishing a classroom complete with computer lab to conduct classes entirely at Phillips Lab. There was storage space for supplies and materials, office space for faculty, and telephones. The plans were to establish an advanced center on base. TVI assigned an instructional technician to develop the facility, including a setup of the classroom with desks, chairs, and computers for programming classes. The technician was also assigned to maintain the machines and prepare them for the classes. These advanced technology machining centers require additional preparation for training and for sharing them with Phillips Lab. Phillips Lab's personnel provided training for our faculty and staff.

The training started in January 1996. There was keen interest in the advanced technology by students. The program started with much promise. However, there were some barriers to overcome such as security and base visitor issues that emerged. The program was curtailed in July of 1996 due to the conversion of Phillips Lab to the Space Experiment Facility. This involved extensive remodeling and vacating the TVI property and facilities with the promise of continuing the partnership as soon as things were settled. The partnership was renewed in June 1997 in a new area with TVI re-establishing the classroom and machine tool lab. The students began to receive short-term training at the lab in the fall term of 1997. Plans are to fully establish the advanced machining center in the summer of 1998.

The students are once again using the Space Experiment Facility. The courses attend lab at the space experiment facility at least ten times during each term. The machines that are most used are the Fedal 3-axis milling machine and a wire EDM. These would not be affordable to most programs.

Although the effort had setbacks, TVI feels that the benefits are worth pursuing the program. Students benefited by having added training credentials available through the use of the advanced lab. A total of 466 students have attended class during 112 sessions at Phillips Labs since January 1997. The partners at Phillips Lab have been extremely helpful in maintaining contact and assisting in the re-establishment of the center.

City of Albuquerque Office of Senior Affairs And Plumbing Program Link

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In 1994 Albuquerque Technical Vocational Institute (TVI) Trades and Service Occupations Department (TSO) was approached by the City of Albuquerque's Office of Senior Affairs with a proposal to partner in bringing low cost plumbing services to Albuquerque's deserving senior citizens. Representatives from the city and TVI met to arrive at a Memorandum of Understanding which would clearly outline the responsibilities and liabilities associated with the partnership. Lines of communication were established between the city officials and TVI faculty and staff in TSO and in the Plumbing program.

A snapshot of the partnership in working form would include the City of Albuquerque's Office of Senior Affairs communicating the availability of and conditions for senior citizens' applications through many channels. Two such channels are the Senior Citizen Centers located throughout the city and Public Access Channel 27 on cable. The Office of Senior Affairs (OSA) handles all applications, establishes eligibility, and selects clients for the plumbing services.

The snapshot would include the two prime movers from TVI-TSO's Plumbing program, instructor Simon Nunez and instructional technician, Wesley Peters. By design, Simon and Wes receive the service calls from the city (OSA) and dispatch themselves and their current plumbing students to the location to perform the assigned tasks. The Plumbing program maintains a service vehicle loaded with tools and materials equipped much like a plumbing contractor's truck. This vehicle was already in place to support any off campus learning opportunities. Tasks range from simple furnace start-ups to complex re-piping of gas, water and sewer lines. Both instructor and instructional technician are licensed by the state of New Mexico to oversee, perform and permit this kind of work. There is no exchange of any monies between TVI-TSO and any of the partners. All materials and supplies are purchased by the city. Incidental costs such as transportation, fuel and overhead would be part of the normal expenses of operating a plumbing laboratory at any rate.

Records indicate a yearly average of $75,000.00 in-kind labor value contributed by the TVI-TSO Plumbing program to the efforts of the OSA to supplement eligible senior citizens' needs.

Instructional guidelines insist that students be thoroughly trained in theory and lab classes before any service calls from the OSA are accepted. This usually means six weeks into the term before the class is ready to perform plumbing service work and then only under the direct supervision of instructor and instructional technician.

Satisfaction on all partners' part is indicated by continued support from city officials, TVI administration, senior citizens, TVI faculty and staff, and, more importantly, the students who are always anxious to get started on "real work" and out of the lab.

Innovation and creativity are in surmounting the usual constraints:

- Fear of liability
- Changing the status quo
- Sharing resources
- Accepting management responsibilities
- Trusting faculty and staff to perform

Good planning with written objectives and conditions, face-to-face meetings to build trust and institutional support are necessary to surmount these constraints. Removing the TVI faculty and staff from any handling of monies has precluded most audit or accounting problems.

Any vocational school with a viable plumbing program could imitate TVI's success here. The key element is the linkage between the city and the Institute. Without a partner with financial and management commitment this partnership would not be possible. An underlying testament to the strength and validity of this partnership is that it continues through mayoral changes in a turbulent political arena. It is clear that the near five years' success is anchored on trust in and continuity of both city and Institute players.

The Plumbing program is the envy of the other Trades programs. The students are well aware of the benefits of hands on work in the field. Many of the plumbing students are completers of Air Conditioning or Electrical programs as well. An integrated Associate's degree is available. Success here is measured in enrollment, placement, and starting wages.

Fitness Technician Program

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The Fitness Technician Program at Albuquerque Technical Vocational Institute had its curricular origin in physical conditioning and fitness elements of the Criminal Justice Program in the Public Safety Cluster of the Trades and Service Occupations Department. The momentum for the program's further development was fueled by the forethought of Technical Vocational Institute faculty, staff, and advisory committee members, who recognized the advantages of the greater range of technical expertise provided by the incorporation of an exercise physiologist into the Public Safety faculty. With that decision, the Fitness Technician Program expanded in its own right to include a full range of curricular offerings including physiology, kinesiology, circuit training, weight training, body weight control, fitness assessment, and exercise prescription.

As the curriculum advanced, core offerings were enhanced by the incorporation of program specific elements that addressed the fitness needs of women and of special populations. The Fitness Technician Program also makes extensive use of advanced exercise technologies in the delivery of its curriculum for traditional student needs and for those of special populations. While the Fitness Technician Program is designed for preparation of personal fitness trainers under American College of Sports Medicine guidelines and other fitness industry opportunities, the classes still support the Criminal Justice and Fire Science curricula and are open to all students at Technical Vocational Institute. Additional classes are scheduled to accommodate Technical Vocational Institute employees who want to benefit from this unique community college program to promote their health and physical fitness.

With regard to the Fitness Technician's Program impact on the community, the program maintains strong associations with area employers to provide Fitness Technician Certificate students with opportunities for field experience and cooperative education that often provides the bridge for employment in the fitness industry. Courses are offered at the Technical Vocational Institute main campus and remote outreach locations, including the American Indian community of Isleta Pueblo that neighbors Albuquerque, New Mexico. The net result of the remarkable development of this program is a change in the campus climate and culture, as well as positive improvement in the overall health and well being of students and employees alike. It also results in a positive fitness impact that is felt throughout the communities that Albuquerque Technical Vocational Institute serves.

Linkages in Culinary Arts

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International standards, national and international travel, and candid exchange of ideas and techniques are important aspects of culinary competition. The world of culinary competition has for many years been exclusively the realm of high dollar, specialized schools. Requiring vast resources, many hours of dedication, focus, and training competition under American Culinary Federation guidelines was often off limits to many schools. TVI is now an exception to that rule.

Our initiative began as a way to help students on a voluntary basis when class was not in session. Students enjoyed refining their skills and the group started to grow in numbers. Soon the desire to test their skills was insatiable and the students decided they were ready to train for an ACF certified competition. Thus TVI's competition Team was created and a goal was set to compete at the ACF Western Regional Conference. However, the road to this competition was where exemplary initiative was shown. Locally, the ACF chapter has very limited funds. The trip to the competition alone would have completely exhausted their resources not to mention the food for practice. To compete, the students, who are now a Team, stepped up to the challenge of raising the money to practice and compete. Benefit dinners, part-time work as a Team in local properties, trading out skill practice for ingredients, community involvement, and scholarships were some of the ways the Team built their finances. The true rewards were earned during these fundraising and practice sessions. First, the Team got a chance to work in many of the cities' top kitchens to produce these dinners and they were able to be critiqued by some leading area chefs and become acquainted with them. The cooks at those restaurants who had not been to culinary school found the Team exciting and it motivated some of them to begin a formal training process. Basic knife skills were a large part of the expense and training for the Team. The Team would provide knife skills for the hotel which would then provide the food for the skill practice. The hotel soon became involved with the Team and started to help cover the costs of the food for the fundraisers and the hot food practice. During a fundraiser at a local retirement home the Team had a chance to interact with the residents. During that practice session they learned as much about life as they did about food. The residents and the chef asked the Team to come back every month for a fundraiser and the Team agreed. Finally, donations through local purveyors made a lot of the practices possible. The two purveyors mentioned that it felt good to help out in a productive manner. They felt guilty for not being able to attend meetings to help the school. However, they felt an attachment and a part of the school by helping the Team. The Team also found assistance through the TVI Foundation for scholarships.

Any one of these initiatives is neither out of the ordinary or exceptional by itself. However, through creative use and cooperation with each other they pulled together a culinary community of practicing chefs, managers, hotels, restaurants, purveyors, employees, and inspired students. They were able to energize a community of professionals to better themselves while teaching the students. All facets of the culinary industry have come together to see these young people reach their potential. Through this desire they have strengthened their ties with the TVI. Industry professionals are starting to see the benefits and the pay-back of supporting the school through the Team in their own kitchens. Whether it is through better employees or employees daring to achieve more, the benefits are tangible to them. The Team's desire to compete and improve has affected the students as well. The Culinary Department had a record turnout at our latest Skills USA competition. Last year there were three competitors from the school. This year there were eighteen students involved with the in-house competition. In March ten more students are expected to join the Team. TVI is also hosting an ACF accredited food show in April (the first ever at TVI). Teams from Arizona and Colorado will be attending. In addition, twenty of our students will be competing in April. The last ACF certified show had two students compete. It is amazing through these simple initiatives how much positive student and industry involvement can be achieved.

As the Team presses on to next year they look to quadruple the number of competitions that they are in. The community who sponsors the Team is ready to become more involved and active in the development of their future leaders. The Team simply went back to the basics ask nicely for help, give as much as you take, work to benefit the whole, and work hard. With these core values industry linkages are just around the corner. These linkages are not forged out of academic or monetary gains but through hard work on the students' part and industry wanting to hire and use the Team members as role models for their employees.

With these simple strategies for creating linkages, developing professional ethics, and critical thinking skills, it would benefit every school to compete. Whether one uses these techniques as a culinary Team or with carpentry students preparing to go to a Skills USA competition they can help provide the resources to prepare and send a Team while building new community and professional linkages. The simplicity of the techniques used to develop the linkages used to create the TVI Culinary Team is the true innovation. They show as educators the value of living the basics. Through our demonstration and leadership these values will become ingrained in our students and drive them to inspire excellence in the school, industry, and community TVI was lucky to create a linkage that fostered these skills not through curriculum, but through instructor mentorship and student investment in the linkage which taught them to make the most out of their school experience.

Regional Healthcare Surgical Technology Partnership

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Abstract

Anoka-Hennepin Technical College operates the only public Surgical Technology training program in the metropolitan Twin Cities area. This partnership brought together four major healthcare providers and the MnSCU system to increase the number of graduates available for work.

Overview

This partnership began when several hospital systems in the metropolitan Minneapolis-St. Paul area approached Anoka-Hennepin Technical College about dramatically increasing the number of Surgical Technology graduates entering the workforce. These hospitals are represented on many of the College's advisory committees and provide clinical sites for the health programs. Because of their excellent working relationship with the College the hospitals requested a long-term partnership that would provide additional funds for the Surgical Technology program and could work to develop other health technician programs as well. In addition to increasing the number of health program graduates, the partnership can provide training for incumbent workers and welfare-to-work participants and also enhance collaborations with other institutions in the Minnesota State Colleges and Universities (MnSCU) system.

The major stakeholders in this project include the largest health providers in the Twin Cities. Those partners and their two-year financial commitment are:

• Allina Health System	$ 167,000
• Fairview Health Systems	$ 167,000
• Health East	$ 83,500
• Methodist Hospital	$ 41,750
• MnSCU system	$ 167,000

These healthcare providers have worked collaboratively to examine the human resource needs, consider solutions, and commit resources to expand the Surgical Technology program. Stakeholder expectations, based on industry and community needs, are to expand the scope of and access to Surgical Technology training and to increase occupational mobility and career advancement through the resources of the MnSCU system. The hospital systems indicated a need to make available to incumbent workers at their sites the chance to upgrade their skills and receive training that will put them into higher paying technical positions within the hospitals.

Project Goals

The first goal of this project is to sustain long-term partnerships into the 21st century that will develop allied health programs for training the technicians needed by healthcare providers in the metro area. Implementing the expanded Surgical Technology program is just the first step in this process.

The second goal is to increase the number of trained healthcare technicians in Minnesota. This project will have an impact by allowing the College to double the number of graduates from the Surgical Technology program. Minnesota's Department of Economic Security projects that through the year 2005 the area will need 6580 technicians and other health practitioners. For the state as a whole that number is 44,890. Clearly, the increased number of Surgical Technology graduates will be only a start toward providing the number of technicians needed in the health field. With this project as a model, the College hopes to develop a process that will facilitate the expansion of health technician programs in MnSCU institutions throughout the state.

The third goal is to provide more opportunities in the next ten years for incumbent workers and welfare-to-work participants to enter programs that will lead to high-paying, sustainable careers. The healthcare partners have indicated a need for career ladder options for their incumbent workers. This will allow opportunities to bring in lower skilled workers, make them familiar with the workings of hospitals, and then provide them opportunities to move into higher-paying technical jobs. .

The fourth goal is to work collaboratively with other MnSCU institutions to train allied health technicians. It is clear that AHTC alone cannot meet all the needs for trained technicians. The partners will expand the project in two ways: (1) by allowing students to take their general education and basic health courses at any MnSCU institution offering these courses and (2) by developing a process for implementing new and expanded health training programs and working with other educational institutions to implement this process on their campuses. These steps are to help ensure the project's sustainability and increase the transferability of similar projects throughout the state.

Resources

The resources needed for this project include staff, equipment, supplies, and institutional resources. The teaching staff requirements for a two-year startup include three additional faculty for the daytime program and one and one-half faculty for the evening sections. Equipment needs include replacement of three operating room tables and two three-bay scrub sinks. Supplies include gowns, drapes, sutures, needles, syringes, scrub brushes, sponges, caps, bonnets, shoe covers, and additional instruments. Institutional support resources include evening admissions/counseling staff, general education faculty, program coordination, and office equipment and supplies for six new staff members.

Progress

This project began during the summer of 1998, when the College was able to hire the first new instructor and to purchase and install the new equipment. The growth in the program occurred in the spring semester with the admission of a new group of Surgical Technology students. A second increase will occur in the fall of 1999 with the start of an evening section.

The hospital systems have participated in two career days with the Surgical Technology students. Representatives met with students as mentors to provide information about employment and to encourage the students.

Machine Technology Program

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The Machine Technology Program at Asnuntuck Community-Technical College was begun in 1998 as the result of a need identified by area employers who found that there was a dearth of qualified applicants to fill expansion and employment opportunities in the machine trades. In Hartford County alone there are 1,640 manufacturing companies employing 91,000 people, and nearly 85 percent of those companies employ fewer than 99 workers. Because their success is being restricted by this shortage of skilled workers, (more than 800 vacancies were available at the time), these companies are doing more to ensure they can find the employees they need—including participating in this program.

The lack of qualified help in the region has been attributed to several factors: recent layoffs in high-tech industries that sent qualified machinists to the South or West or into retirement; high schools that steer students toward college rather than technical trade schools; and a false belief that modern machine shops are dingy, low-paying work sites.

The Machine Technology Program at Asnuntuck became a reality as the result of a regional effort which began as a cooperative endeavor among the Community-Technical College System of Connecticut, (specifically, Asnuntuck Community-Technical College, Capital Community-Technical College, and Manchester Community-Technical College), the MetroHartford Millennium Project, the State of Connecticut Department of Economic and Community Development, the State of Connecticut Department of Labor, the Town of Enfield, the North Central Connecticut Chamber of Commerce, and the Connecticut Economic Resource Center.

Recognizing a shortage of skilled machinists statewide, the College and the above partners, along with the Enfield Town Council, the local Director of Economic Development, the North Central Connecticut Chamber of Commerce, and private sector manufacturers such as Hamilton Standard, and the Sterling Machine Company, both located within the College service region, formed a coalition which met regularly throughout 1997 to determine a set of strategies to train youth and adults, both men and women, for career employment in the machining industry. Within a few months, the group had developed a proposal for a Machine Technology Training Program, which would be funded through the State of Connecticut Department of Economic and Community Development.

In addition to $500,000 received from the State of Connecticut, the program has received donations of equipment and raw materials from private industry. Businesses also provide private internships for program participants.

Through active recruitment efforts participants are invited to apply for admission to the program. Applicants must meet certain general program requirements, be assessed for aptitude in related machining areas, and have attained at least an 8th grade reading level and 9th grade math level in objective assessment testing.

On February 26, 1998, the first classes began in what had once been a storage area on the College campus. These students were evenly divided between a day and evening program. Currently, 56 students have graduated from the program. A total of 44 students have been employed in permanent jobs with area manufacturers, while others have been placed with manufacturers where they will begin work after graduation.

A second phase of the program, begun September 1998, has 40 students enrolled who will graduate April 1, 1999.

Other components of the program include:

- Welfare-to-Work Program - in cooperation with the Connecticut Regional Workforce Development Board (17 welfare recipients will receive 30 weeks of machine training which will include actual work experience).
- J & L Industries - Upgrading program for ten employees.
- Liepold Corporation - 80 hour training program at Asnuntuck for first three employees of this German - based manufacturer which is located in Windsor.

The Machine Technology Program combines classroom training, lab experience with actual equipment used in industry today, and exposure to manufacturing plants. The program provides a basic introduction to precision machining, and more advanced training and internships with local manufacturers. Successful completion prepares participants to receive a nationally recognized certificate. Placement assistance in permanent jobs is provided.

In the fall of 1999, the Asnuntuck Machine Technology Program will be offered as a credit certificate program. By the following year it will be extended as a two-year degree program.

The Asnuntuck Community-Technical College Machine Technology Program is a shining example of how a state agency can work jointly with other state agencies, municipalities, and the private sector to define and fill a void that has a long range effect on the economic development of the region. The coordinated efforts of these diverse constituencies will result in an additional workforce for local manufacturers, and job opportunities for people who may have lacked the skills necessary to provide economic upward mobility.

Creating a Climate for Community Service

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As part of a major curriculum revision within the Computer Aided Design Program, a course titled Architectural Design and Drafting was created with an underlying theme of community service. The course is offered in the third semester of the two year CAD Program, after students have acquired fundamental computer skills, CAD software knowledge and basic mastery of drafting standards and practices.

The course structure combines traditional teaching methods with non-traditional competitive and non-competitive team oriented activities. The instructor, with assistance from members of local organizations, identifies projects that serve the community in some meaningful way. Students and the instructor or instructors work together cooperatively with community members to satisfy a need or assist in solving a community problem. The class efforts may result in providing a monetary contribution to a community organization or may involve direct participation in the resolution of a community problem. Project requests that result in personal gain on the part of the requester require a minimum of $1,000 donated to a worthy cause determined by the class members. This approach allows for a broader range of projects and students do not feel that they are being taken advantage of by participating in the project because money generated from their work on the project will benefit their community.

Over the past few years the class has worked closely with the local chapter of Habitat for Humanity. The first time the class was offered, students provided original designs that were critiqued by local contractors, knowledgeable individuals within the building trades and the City Building and Zoning Inspector. Modifications to the designs were made based on these critiques. Two homes were built in the local community using the student designs.

The second class offering was team taught by the instructor and an Architectural CAD supervisor from a local firm. The home designs generated by the first class were modified to take into account waste resulting from material fall-off. Every effort was made to reduce the cost of the houses by modifying the designs to accommodate standard material usage. Square footage requirements and room arrangement were also manipulated for the purpose of reducing cost. This effort alone saved an estimated $3,000 per house in construction costs. Additional homes were constructed in the community using the modified designs.

The third time the class was taught, students designed an office building for a local real estate company in exchange for a $1,000 donation to Habitat for Humanity. The class was team taught by the instructor and an architectural intern from a local firm. Two unique designs were created by competing student design teams. The owner of the real estate company selected the design that he felt best served his purpose. Future plans to build the office structure will include a plaque at the entrance recognizing the student contribution.

The fourth class offering successfully completed two separate but related projects, each focusing on *Universal Design* with emphasis on meeting the needs of wheel chair users. The major thrust of this effort was to present five unique home designs to the Delta County Community Assistive Technology Council. The designs would be made available to interested parties in the local community through this organization. Five design teams were formed in the class. These teams included community members who are wheelchair users. Team members took into consideration a variety of factors, including the following: door and hallway width; type and size of appliances; wheelchair ramp slope and placement; light switch and electrical outlet location, and counter top height and layout, just to name a few. Members of the Community Assistive Technology Council, local wheelchair users and individuals familiar with home construction, critiqued the designs. Class members felt that they made a worthwhile contribution to the community and class efforts have received both local and national recognition. The class project was featured in the November 30, 1998 issue of *Community College Week*. In addition to completing the five designs, the class also modified the Habitat for Humanity designs using what was learned about *Universal Design*. These modifications made the homes more accessible without increasing costs, which is a major consideration in the Habitat designs.

Next year's class may generate preliminary design ideas for a local community sports complex, or may once again work with the Community Assistive Technology Council designing structures that provide shelter for wheel chair users while waiting for public transportation. Students have also agreed to design and build access ramps for individuals in the community as needed. The class may also support Habitat for Humanity in some meaningful way. Once classes begin to provide solutions or even partial solutions to problems people with disabilities face, or aid an organization in resolving a community problem, finding class projects ceases to become an issue. Suggestions for class projects find their way to the instructor in both direct and indirect ways.

Over recent years, productive and lasting partnerships have been developed with Habitat for Humanity, the Delta County Community Assistive Technology Council, local area business, and local government. The basis for these partnerships has been service to the community through participation with emphasis on meeting real needs of real people.

This program initiative creates substantive changes in the individual learner through participation in collaborative learning experiences. Meaningful community service projects engage students in active learning as partners in a process they help create and manage. The major role of the instructor is assisting learners in achieving the class goals by facilitating the process and by actively participating in the activity with students and members of the community.

This initiative could be adopted/adapted by other colleges. There will always be unfilled needs within a community. Students willingly participate in worthwhile projects and have expressed a sense of true satisfaction in being able to contribute to their community in some meaningful way. Success is judged by those receiving or benefiting from the service provided. Although grades are important to students, successfully meeting real needs in creative ways is perhaps a better measure of true success.

Case IH Strategic Training Partnership

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Case Corporation is a leading worldwide designer, manufacturer and distributor of agriculture and construction equipment. In 1989, Case, Black Hawk College and the UAW teamed together to receive a national award from the U.S. Department of Education for a successful educational partnership. Due to economic and company personnel changes in the 1990s, the partnership commitment dwindled to providing technical training.

Since 1996, Black Hawk College provided more employee training on a department by department, piece-meal basis. Plus, Black Hawk College and Case joined together to attract high school students to manufacturing careers. In January 1998, Black Hawk College's Business & Industry Center team met with the Case Plant Manager, Lou Gasperut, and Steve Tyler, Operations Manager, to initiate discussion for a strategic, long-term training partnership.

Building upon the Case motto: "In all that we aspire to achieve in life, EDUCATION is the foundation of success." The goals of this innovative strategic training partnership are to:

1. Provide Case employees a global competitive advantage by qualifying Black Hawk College as a quality training provider.

2. Utilize the College's Center of Excellence for ISO/QS9000 training quality management system.

3. Ensure the quality of training and services provided to Case employees with a comprehensive training plan to support the Case Production System.

In July 1998, Case and Black Hawk College signed a two-year strategic training partnership agreement to provide training for 1,600 Case employees. As part of the agreement, a full-time Black Hawk College training partnership manager was hired to serve Case. The training partnership manger was instrumental in: (1) implementing a centralized system for managing training; (2) determining a comprehensive needs assessment for employee training; and (3) securing and administering a training grant from the State of Illinois. As a result, a $600,000 Industrial Training Program grant will provide employee training through June 2000.

The focus of this strategic training partnership is on learning and performance in building a skilled workforce for the 21st century. Successful outcomes to date include:

- Case Academy. 130 Case employees attended a first-ever Case Academy at Black Hawk College on January 7 – 8, 1999. Employees selected professional development and leadership training sessions. Case employees were excited to have this learning opportunity at Black Hawk College. With the very positive evaluations, the Case Academy is likely to become an annual event.

- Computer Training. Many employees have been provided computers without appropriate training and many want to increase their computer skills. A Case computer lab basically sat idle. Since the partnership agreement, Black Hawk College has conducted computer training an average of six (6) computer classes per month, training approximately 150 employees.

  This project presents "high skilled" computer training opportunities through Black Hawk College to include: Advanced Windows 95: Networking/Troubleshooting, Advanced Excel, Access, Visual Basics, Java and Online Training.

- Technical Training. Another strategic objective is skills training for hourly employees. Blueprint reading classes have been regularly held in the Fabrication Department and will continue until all fabricating employees receive six (6) hours of training. A total of 24 employees have received the training to date.

- OSHA Training: Because it is so difficult for companies to remain "in compliance" with Health and Safety issues, Black Hawk College has sought resources for needed training. Suitable topics will be offered in the spring of 1999 to assist them with these issues.

- Team Building. As part of the Case Learning and Production Systems, teamwork is very important to Case's success in the global marketplace. Over 500 employees will be scheduled to receive at least three hours of team training by June 30, 1999, with more to follow throughout the year.

The organization is working to change so that it can support the team process. Black Hawk College has introduced them to a system that will move them to the high involvement necessary, where the teams are directly responsible for all aspects of problem solving and implementation of solutions.

In addition, ISO 9000 Auditing for quality management, Brazilian Portuguese class for engineers and ongoing technical training have been completed to improve employee learning and skills. Scheduled employee training includes: PRO/Engineering, Maintenance training, and Creative Problem Solving for Quality Teams.

The best indicators of success are the improved skills gained by employees to increase performance and company productivity. Since the start of this partnership, several local companies have expressed an interest in developing similar training partnerships. Black Hawk College will make available sample agreements for other community colleges.

The commitment to the CASE Learning System provides quality skill training and leadership skills. The collaboration between Black Hawk College and Case demonstrates the value of a business and education partnership. This partnership agreement can be adapted to any community college to add value for the employees, college faculty and staff and students entering the 21st century.

This exemplary strategic partnership continues to be strengthened by the commitment of Case and Black Hawk College management. This partnership is a great example of how business and education can work together to build a community of learners.

Camp Butler 2000

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Camp Butler 2000, a summer academy for at-risk youth of Butler County (Kansas), is a county-wide cooperative venture. Partners include the county's nine unified school districts, local business and industry leaders, Big Brothers & Big Sisters of Butler County, Butler County Community College, Butler County Extension Services, Butler County Sheriff Department/ DARE, The Counseling Center (El Dorado), the El Dorado Department of Public Safety, and the Wichita Child Guidance Center. The concept for this program came from a Quality 2000 Task Force composed of local business and educational leaders. Their focus, to improve education at the K-12 level, identified a need for programs to respond to at-risk youth and high school drop-outs. The weeklong summer academy grew out of their discussions.

First offered the summer of 1991, Camp Butler 2000 is set up as a three-year program. Identified at-risk youth participate annually in a one-week supervised residential camp at the college. The weeklong program is designed to enhance self-esteem, trust, lifetime health, self-confidence, citizenship, self-awareness and independent living skills of these youth. The students also work on relationship building, problem solving, decision making, career exploration, and leadership development. Counselors and teachers in the unified school districts recommend the participants and staff the camp, along with high school students. School districts provide transportation for the summer program. The college provides meals and lodging. Participants pay no costs other than personal expenses.

During the first year of the program, forty 12-year-olds were invited to participate. The emphasis of the first year's program is on capturing the students' interest to ensure their return. The week's schedule includes activities of all types: self-awareness, independent living, social skills, lifetime health, and citizenship as well as an inspirational speaker. In the second year of the program, a new group of 12-year-olds and the returning 13-year-olds participate. The activities for second-year participants include community service, survival and life skills, problem solving skills, academic success, and introduction to technology. By year three, program participants include 12-, 13- and 14-year-olds. The schedule for third-year participants includes leadership development, career exploration, career seminars, and business tours. Recreational outings for all campers include cookouts at El Dorado Lake, swimming, fishing, and field trips to area sights. Students are grouped by age. Now we have approximately 120 students taking part each year. At this point, 95 percent of the participants have completed all three years of the program.

Throughout the year, mentoring and follow-up programs (involving volunteers from business and the community) provide a network of support during the school months. Students are paired with mentors who meet with them at least once every nine weeks. During the academic year, the students routinely participate in several group activities organized by the counselors at their individual schools. The program staff track the students through high school completion.

The goal of this project is to improve high-school completion rates of at-risk students. As of this year, we have had full classes annually for the summer program, with a completion rate of 95 percent.

The monetary reward for successful completers who stay in school and earn a high school diploma is a full scholarship covering tuition and books at Butler County Community College. Last fall, the first Camp Butler 2000 participants who graduated from high school showed up on our doorsteps. We enrolled nine students who probably would not be going to college without the networking and support they received through their middle and high school years! Of their Camp Butler 2000 class, 95 percent completed the three-year summer program and 60 percent graduated from high school!

Camp Butler 2000 success stories include Gabrielle Looney, who moved to Springdale, Arkansas, before finishing her time in the program, but who returned to Kansas just to go to camp. Some students return in their senior year of high school to work at the camp as "counselors-in-training."

Sarah Ortiz appreciated the training in career development she received during her third summer at camp. Sarah wanted to attend college even before she enrolled in the program, but she knew she wouldn't make it on her own. The camp gave her a stronger sense of direction and the means to attend college. "My family don't [sic] have a lot of money," she said. "The scholarship will help me out. I'm glad I've got it. I want to make sure I've got a good life."

James Woolery says that what he remembers most about his three summers in camp was that adults "devoted their time and effort to help prepare me for college."

We have other organizations in Butler County who serve children; however they do not offer week-long summer programs for at-risk middle school children which are combined with mentoring and support throughout the school year. This program continues with the same children not only through their middle school years but also through high school. This year, Camp Butler 2000 was fortunate to receive financial awards from Wichita Greyhound Charities, Inc., and America West Airlines Education Foundation. Both recognized Camp Butler 2000's important role in supporting at-risk youth in our communities. Additional recognition for the program was the presentation, in 1995, of the Bill Koch Community Safety Award, one of seven presented by the State of Kansas Koch Crime Commission.

Butte-Glenn Community College Automotive Technology Program

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If you visit Butte College's premier Automotive Technology Program, you will find several automotive students spending their free time outside of scheduled classes engrossed in Butte's unique Honda pilot training partnership program. Following two years of negotiations and program development, Honda selected Butte College's automotive program as a pilot training program geared to preparing exemplary community college automotive students to be Honda automotive technicians.

The Butte-Honda training program is intended to increase employment opportunities for highly qualified students once they have completed the rigorous partnership program. The unique component of Butte's program is that Honda students complete all required lab tasks on Honda vehicles, while using Honda special tools and diagnostic procedures. Additionally, Butte's students enhance their technical skills by completing Honda's high quality self-paced training modules. Each module that the student completes saves the hiring Honda dealership hundreds of dollars. It is calculated that if the student completed all available Honda modules, the total saving to the hiring Honda dealership can easily exceed $15,000 to $20,000.

Butte College's Automotive Program received approximately $150,000 in the form of donations from Honda to implement the pilot program. The main program objective is to provide highly skilled, entry-level technicians for Honda dealerships. Quality, not numbers, is the main focus of the program. Program completers can readily find employment in Honda dealerships. There is currently a huge demand for highly skilled automotive technicians both in California and nationally.

Butte's instructors have been thoroughly trained in Honda's mechanics program. All the instructors completed Honda's certified instructors program. What they ask their students to do, they have also had to learn. The high caliber of Butte instructors brings quality and excellence to the college's automotive programs and was a key component of Butte being selected to implement this program. Butte College now serves as a remote Honda training site. If this pilot program is successful, and we feel it will be, Honda is considering expanding it throughout other community colleges.

Butte feels that these types of partnerships with industry will serve as a national model of training excellence and is very proud of it's Butte/Honda partnership model of training excellence.

Business And Education: The Link That Works For The 21st Century

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The business and education communities along with Central Florida Community College (CFCC) of Marion County, Florida, have worked conscientiously to forge a dynamic partnership whose ultimate goals are increased business participation in the school system and thus improved community awareness and across the board improvement in the educational system. The College, Economic Development Council and the Ocala/Marion County Chamber of Commerce continue to reaffirm their commitment to a quality education for our community.

Although there are numerous examples of business involvement in our schools, the School to Work Video, sponsored by the EDC, the Education Forum sponsored by the Chamber of Commerce and the active partnership of CFCC with College Park Elementary School are excellent examples of that commitment.

When the School to Career Initiative was established in Ocala with Central Florida Community College and the Marion County Public Schools, it was determined that one of the keys to success was to communicate effectively the "School to Career" concept and its relevance to both economic development and quality education. This was accomplished in part by an informational video, produced locally, and sponsored by the Economic Development Council. Students and community leaders became the ambassadors to express the importance of education, early career planning, and the commitment of the community to preparing a competent and competitive workforce. Through the cooperative efforts of the Ocala Marion Chamber of Commerce and Central Florida Community College, Ocala has held three annual Education Summits. Every year the focus has been altered, but the purpose, linking the business and education communities, has been consistent. Over 200 business leaders and educators discuss current issues and more importantly, plan for implementing solutions.

The focus of the 1997 Business-Education Summit was specifically the School to Careers Initiative. The workshop setting, consisting of the business community and educators, established an evaluation of the current level of involvement of business in our schools. The end product of the workshop was a report, compiled through community input which came up with goals on school improvement and priorities for their implementation. This report was distributed to the community in general. A follow up report was then distributed to show benchmarks, which had been accomplished over a six-month period. The Chamber, as the Summit sponsor, and CFCC, facilitated the workshop and produced the follow-up report.

The 1998 Education Summit chose as its theme educational improvement. Through the use of the School Match Audit system, the Chamber of Commerce, CFCC, local businesses, including the *Ocala Star Banner* and numerous individuals funded the broad-based audit of the Marion County Public School System. The four-hour forum was used as a reviewing tool of the audit. The Chamber of Commerce, School Match personnel, the president of Central Florida Community College and a superintendent of a demographically similar school district facilitated the discussion of priorities for the schools. Attendees included educators, K through post secondary, business leaders, and interested citizens. The goal was to inform the public of the audit findings, encourage acceptance of the results and build community spirit for change. A formal report has been presented to the School Board with recommendations compiled during the Education Forum.

CFCC is the lead institution for the "Educators in Industry" program, an initiative that gives educators a direct networking opportunity with local business representatives. Over 40 businesses from the Tri-county area have participated in this program. Educators and business leaders work together to identify necessary job skills as well as prospects for the local job market. Areas of career development are discussed with an "on the job" application. This year's focus will be integration of knowledge and curriculum preparation for the Tech Prep Programs in the elementary schools.

The Marion County Business Education Partnership is a collaboration of business, community, and education to promote educational excellence, which will directly enhance the community. Central Florida Community College has such a partnership with College Park Elementary School. As their business partner, the college provides both educational and financial support to the school. Through numerous events during the year, including participation in the Golden Apple teacher recognition program, membership on the School Advisory Council, and involvement of the College Park Students in cultural events on the college campus, the importance of a seamless educational system is promoted.

A financial commitment of at least $2,500 has been made to support school activities and improvements. However, the in-kind contributions of time and volunteers far exceed that amount. Education students from the campus act as teaching assistants in the classroom. College professors and staff participate in an annual read-in, which serves to illustrate the importance of reading as well as to expose students to effective role models. Students are invited to campus for Fine Arts activities ranging from cultural exhibits at the Webber center, including such things as the History of Model Trains and Miniature Dollhouses, to special performances including the Dejan's Brass Band and Dancetime.

Through the commitment that Central Florida Community College has made to the joint effort of business and education to the educational enhancement, great strides have been made to fine tune a seamless education system, which provides a model for the successful educational experience for the 21st century.

Pathways to Employment

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Pathways to Employment is a community-based initiative linking Central Piedmont Community College (CPCC), the Department of Social Services, community businesses and other organizations to move participants from welfare to work. In an effort to meet the needs of the community, CPCC in cooperation with Work First, developed a flexible, short-term program that provides academic, social and job-specific training designed to prepare students to enter the workforce as skilled employees.

The enactment of the Personal Responsibility and Work Opportunities Reconciliation Act that took effect October 1, 1996, made fundamental changes in government aid to the poor. As a leader in adult education and literacy, CPCC's Community Development Division recognized the need to provide strong basic skills *and* workplace skills in order for welfare recipients to succeed when their benefits lapse. A course of study that provides education in an area where there is a worker demand while reinforcing basic skills and employment skills seemed necessary. A grant from the North Carolina Community College System was awarded to CPCC to implement the Pathways to Employment model. This model was developed to incorporate three integrated components – human resources (employability and life skills), basic skills (reading, math, GED preparation, and communication skills), and the job skills necessary to succeed in a specific field.

In an effort to provide short-term training that would enable a Work First participant to find successful employment, CPCC in partnership with the Employment Security Commission, Job Link, and the Department of Social Services, researched areas of employer needs. This collaborative effort between the organizations gives CPCC a more accurate representation of the needs of the business community. With this information, CPCC can provide a more viable and skilled workforce that benefits both the labor market and program participants. The development of the curriculum area is based on the workforce needs in the Charlotte/Mecklenburg area. The current curriculum includes Medical

Reimbursement Specialist, Early Childhood Development, Heating and Air Conditioning, and Hospital Unit Secretary.

The Pathways program is linked with other organizations to meet the needs of the community. Community aid organizations such as Break the Cycle foundation, Charlotte Women's Shelter, Goodwill, and City of Charlotte Neighborhood Development, participate in the Pathways program by offering scholarships and participant support.

A partnership with the Department of Social Services provides an effective way to recruit, manage and retain Work First participants in the Pathways program. An on-site Department of Social Services representative provides much needed support to both the program and the participants. The Social Worker has access to possible program participants and has knowledge of funding, which help in recruitment of candidates who can benefit from the program. The partnership between CPCC and the Department of Social Services assures a successful program by also providing the participants with direct access to the Department of Social Services. This link helps with retention by providing students with Social Services support. The direct access reduces scheduling conflicts and assists with personal problems that may interfere with the participant's study schedule, such as childcare and transportation.

The interdepartmental linkages encourage better program flexibility to prepare the Work First participants for success. The Community Development Division, under which the Pathways program is housed, partners with Short-Term Training, Continuing Education, and traditional curriculum departments in order to provide a flexible, supportive training program that fits the needs of the students, while maintaining academic standards and requirements. The partnership between the Pathways program and the Human Resource Development (HRD) department results in an integrated curriculum that provides the job seeking and basic skills that are necessary for the students' success in putting their education to work.

Other links within the college community provide students with support after the course itself ends. The Job Placement Services department is a resource on-campus that students can use to help find employment. The Work-Based Learning program at CPCC offers some graduates an opportunity to use their time in class toward work experience. The Work-Based Learning program also offers instruction on post-employment skills to help students keep their jobs after employment.

The development of the Pathways to Employment program is based on linkages within the community. To that effect, businesses partnering in the Medical Reimbursement Specialist Program have agreed to give consideration for employment to program participants. Representatives from placement agencies, and personnel departments such as Pro Staff and North East Medical Center are introduced, so that the students are more aware of job availability.

The Pathways to Employment program is an innovative approach that links many facets of the community to better assure the success of the individual participant. In the Medical Reimbursement Specialist Program, a very high retention rate of sixteen completions out of an original enrollment of twenty, is indicative of the program's success. Not only did an overwhelming majority of the students complete the program, 62.6 percent graduated with grades of 93 or above in Medical Terminology, ICD-9-CM and CPT & Insurance. The lowest final grade of the entire program was a 79.2. The high grades occurred even though the TABE Reading scores ranged from a grade level of 8.2 to 12.9. Although the follow-up information is incomplete, three of the graduating Pathways-sponsored students found substantial employment within one month of completion of the program.

The success of the participants gives credence to the claims of the value of strong community links integral to the Pathways program. The strong relationships built between CPCC and the service agencies, businesses and community programs provide the Pathways to Employment program the flexibility, the support, and the resources people need to succeed.

Working Futures Partnership

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Working Futures Partnership

Charles County Community College services three counties (Charles, Calvert, and St. Mary's) in the Southern Maryland area. The college has a long tradition of sharing its resources and manpower to solve common problems and to support the economic development of the area. When the Welfare Reform Act was passed in late 1996, the three Departments of Social Services (DSS) naturally turned to the college for leadership and resource sharing. Local DSSs and the college immediately established new partnerships to successfully move welfare clients from dependency to independence. These partnerships led to many initiatives in four interrelated but somewhat distinct areas: research and planning, communication and marketing, workforce training, and organizational innovation.

Research and Planning Initiatives

A focus group study was conducted in the spring of 1997 to identify the degree to which the provisions of Welfare Reform are understood by various segments of the Charles County community and to collect information needed to assess the implementation of Welfare Reform. Welfare clients, the faith community, business leaders, human service professionals, and elected government officials were included in the study. Many participants lacked pertinent information that would help them determine whether they could be an effective part of the reform movement. This study was replicated in 1998 to assess the changes in the community's understanding of Welfare Reform, and to measure the impact of the first year's initiatives. A follow-up study is scheduled for the year 2000.

An in-depth analysis of the Charles County welfare clients is scheduled for 1999. In this study, three categories of welfare clients will be examined: (1) Employed - clients still in the workforce, (2) Unemployed - clients no longer in the workforce, (3) Hard to Serve - clients refusing to participate in job related initiatives. The goal of this research is to develop a set of "success profile indicators."

As part of the reform, each local department of social services was required to develop a strategic plan and a planning assessment tool. The college worked closely with the Calvert County DSS in developing the agency's vision and mission statements, and in successfully walking through their first strategic planning process. The college provided staff training in designing a manageable internal assessment plan.

Communication and Marketing Initiatives

The focus group study in 1997 showed that few people knew about Welfare Reform, including the case managers and social workers. The study also demonstrated that partnerships with the local business community are critical to the successful transition of welfare clients from dependency to independence.

The college assisted the Charles County DSS in developing a communication and marketing platform called "Working Futures," designed for both internal and external customers. In order to promote the successful transition of welfare clients, case managers were asked to take on the unfamiliar roles of customer representatives, job coaches, job mentors, personal motivators, and employment recruiters. Through the partnership, the college designed a logo and a family of publications to establish shared visions and unity, and to communicate the changing role of welfare assistance. The publications were used to communicate factual information to different stakeholders, and to associate human faces and stories with welfare clients in order to reduce negative stereotypes. The college provided customer service and team building training to the department's staff. The case managers were taught to identify individual needs and accurately assess their job skills and training needs. This training also emphasized working across different social agencies to provide seamless services. The college also helped the department design special events to celebrate the successes, internally and externally. The college is currently providing technical assistance in website design to further promote and communicate the Working Futures objectives.

Workforce Training Initiatives

Welfare Reform initiatives provided opportunities to highlight the college's workforce development mission. The college developed customized training programs to reflect different characteristics and the uniqueness of each county.

- Project Yes: You Earn Success is an on-going training program for hard-to-serve welfare clients in St. Mary's County. For six weeks, in a small group setting, the clients receive hands on computer training, skill building, and confidence building. The focus of the training is to raise self-esteem and develop job readiness skills.

- Project Yes I Can was a six-month training program for hard-to-serve Calvert County welfare clients. The focus of the training was to build on individual successes to increase self esteem. Components of the training included creativity, problem solving, time management, and communication skills.

- Jobs-to-Careers is an on-going job retention program for newly employed Charles County welfare clients. The program coordinators are working with individual employees to help them to avoid problems on the job and to develop a sense of career. The program encourages welfare clients to look at their present job (which is often entry level) as a stepping stone to better paying, more highly skilled employment opportunities. The focus of the training is job advancement and life management skills development—offering workshops and seminars in conflict management, money management, and parenting skills for the recently employed welfare clients.

Organizational Innovation

The college has taken a leadership role in promoting a seamless service delivery to welfare clients serviced by three departments of social services, the Job Training Network, and the Department of Labor, Licensing, and Regulations. A daylong collaborative symposium, Erasing the Lines was held at the college in October 1998 with nationally known management consultant, Russ Linden, as the keynote speaker. The locus of the Erasing the Lines is to reduce bureaucratic territorialism and to promote inter-agency cooperation to improve the overall impact of our social assistance programs. A follow-up symposium is scheduled for February 1999 to share concrete progress made by many subcommittees and to map out the next steps.

Innovative Partnerships Link the City College of San Francisco's Hospitality Training Program with Hotels and Restaurants

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The Hospitality Training Program of City College of San Francisco's Downtown Campus has a long history of partnering with the city's hotels, restaurants, employer and employee organizations as well as numerous community-based organizations.

This comprehensive one-year, non-credit, open-entry/open-exit, certificate program provides a diverse student body with hands-on training in food technology and dining service. Students in the program come from very different educational and ethnic backgrounds. Many are re-entering the workplace or changing careers. Some are being given a second chance through various community agencies. There can be as many as 17 different primary languages spoken. This diversity reflects San Francisco's population.

The program emphasizes teamwork. Working together, the students operate a full-service restaurant that is open to the public for lunch and dinner Monday through Friday. Students also gain important production experience through internships, off-premise catering, and other projects.

San Francisco is the number one tourism city in the United States. The hospitality industry continues to be the city's largest private sector employer providing the greatest number of new jobs. The Hospitality Training Program works closely with industry to meet the increasing need for qualified new employees and to continually upgrade the skills of current employees.

In an innovative three-way partnership with the city's Multi-Employer Group Hotels and the Hotel and Restaurant Employees and Bartenders International Union Local 2, the Hospitality Training Program received a $226,137 grant from the State Chancellor's Office of California Community Colleges Economic Development Job Development Incentive Training Fund in July 1998. In addition to the funding from the State Chancellor's Office, the Education Fund for the Hotel Multi-Employer Group and Local 2 added matching funds of $324,333 to increase the total budget for the 18-month project to $550,470.

The ambitious educational partnership has four major goals:

- To significantly upgrade the skills of Hiring Hall workers, including food servers, bartenders, cooks, and bussers as well as to improve the skills of hotel banquet supervisors through extensive on-site, performance-based training;
- To create new job opportunities for students enrolled in the non-credit Hospitality Training Program, including welfare-to-work participants;
- To build ongoing structures and partnership activities linking the needs of employers, suppliers, and unions with the CCSF training programs;
- To increase the capacity of CCSF to respond to industry needs through its various industry programs.

During the grant period, significant activities will include both training and "non-training" solutions to meet these goals. CCSF will conduct extensive on-site, performance based training of Hiring Hall workers and hotel banquet supervisors. It will also improve the functioning of the Hiring Hall through new technology and up-dated business operational procedures.

In another on-going partnership, the Hospitality Training Program is working with City College's Transitional Studies Department to expand the basic educational skills of its diverse student body. To accomplish this, a performance-based curriculum was developed that includes: Kitchen Math, basic computational and computer skills for the Hospitality Industry, and Read, Write, and Communicate, a comprehensive program that improves student's verbal and written communications. In addition, SCANS (the Secretary's Commission on Achieving Necessary Skills) competencies have been incorporated into all aspects of instruction.

The Hospitality Training Program also has an on-going partnership with Glide Memorial Church. Glide operates one of the Bay Area's largest homeless programs, providing meals and other services to hundreds of residents each day. Through this partnership, Glide's homeless clients can enroll in the hospitality program to be trained for entry-level hotel and restaurant jobs. The church assists in the clients' success by providing them with counseling, child care, mentoring, follow up and other life skills.

Hospitality Program Students also benefit from the partnership by being able to gain valuable quantity food production experience working in Glide's kitchens. In addition, Glide's food preparation volunteers benefit by receiving important on-going training in safety, sanitation, food preparation, and nutrition. San Francisco's hotel and restaurant industry also benefits by having an additional resource of well-trained workers.

Linking with industry and community-based organizations has enabled the Hospitality Training Program to continue to accomplish its mandate of serving a diverse population and providing these students with a contemporary curriculum and the skills and experience necessary to secure gainful full-time employment.

Computer Crimes Seminar for Law Enforcement Officials

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Description of Program

The personal computer, in conjunction with the Internet, has been termed the "burglary tool" of the future. It allows the criminal to enter the safety of the home, bypassing door locks and security systems. Criminals, including thieves and sexual predators, can gain entry with impunity. The targets of these criminals are those least able to protect themselves—children and older adults.

To address this growing community problem, the Suburban Law Enforcement Academy (SLEA), a unit within College of DuPage (COD), joined with law enforcement officials to developed a non-credit 40 hour training program designed to teach law enforcement officers, prosecutors and other responsible officials how to investigate computer related crimes. This course is the first of its kind in the country and addresses a growing problem facing communities today and in the future.

A team of COD full-time faculty members and law enforcement instructors teach the program, a cooperative effort between COD and the law enforcement community. It is composed of both classroom instruction (16 hours) and practical training in a computer laboratory (24 hours). The curriculum includes instruction on basic computer operation, operating systems, various software packages, Internet access, and investigative methodology.

Theft, fraud, child pornography, sexual exploitation, and narcotics trafficking are among the computer-related crimes the students are taught to investigate. To date 125 students have attended the training and are now actively investigating such criminal activity. During the past year course graduates have successfully prosecuted several cases of sexual predators who have met children via the Internet. These investigations have received both local, national, and international media coverage. Newspapers, including the *Chicago Tribune*, the *Chicago Sun Times*, the *Toronto Sun*, have written articles about the course and the accomplishments of those who have attended it. (See attached news paper articles)

Uniqueness of Program

This is the only training of its kind presently being offered in the State of Illinois. It is specifically designed to meet the very serious problem of computer related crime facing communities today. Based on a team teaching format, the course combines training in computers and criminal investigative methods to equip the officer and prosecutor to investigate computer-related crime.

Resource Requirements

A faculty staff composed of computer specialists, lawyers, and law enforcement officers presents the program utilizing the classroom and computer laboratory facilities of the College. During the hands-on training in the laboratory additional instructors (laboratory aides) help students who may have difficulty.

Impact of Program

The program is the first of its kind to provide much needed training to address the ever increasing problem of computer related crime which targets those in our society least able to protect themselves. Those who have completed the course utilized the training received to successfully investigate and prosecute several instances of computer related crime. These investigations have been both national and international in scope with individuals from several states and Canada being arrested. The majority of arrests were for child sexual assault, child pornography, and other sex related crimes. The College and its law enforcement academy have been recognized for developing the program. The fastest growing type of crime victimizing our communities today is computer-related crime. Through this program, the responsible authorities are receiving the training necessary to address this challenge.

Evaluation of Program

The program has been evaluated through feedback from attendees and experts in the field. The program has won wide acclaim from community leaders for being the sole source for this important and much needed training. As a result of the reputation of the program, officials from other states have made application to attend the training. The program can be exported to other institutions for presentation quite easily.

Health and Culture in the African-American Community

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Evidence of innovation and creativity

"Health and Culture in the African-American Community," a three-credit social science special topics course (Social Science 105), was offered spring quarter 1998 as a component of the partnership between Cuyahoga Community College (CCC) and the Olivet Health and Education Institute (OHEI). The partnership was formalized February 1998. This course was the inaugural educational initiative for the CCC-OHEI partnership. The target audience for the course was the congregation of the nationally renowned Olivet Institutional Baptist Church, residents of the Fairfax neighborhood/East Village, and CCC students. The church, located within the Fairfax neighborhood/East Village, has a predominately African-American and affluent congregation that numbers in the thousands. The neighborhood is a federally designated empowerment zone, characterized by high poverty and associated social challenges. The course was offered as a credit or non-credit/personal enrichment course to further educate participants about health risks, empowerment, lifestyle choices, and community resources to enhance the quality-of-life of African-Americans. Dr. Valerie S. Brown, Professor, Sociology, developed the curriculum for this course. She searched the Internet for appropriate funding sources to support this course. Dr. Brown successfully secured funding for this initiative from the Office of the Provost, CCC-Metro campus, and a grant, the "American Sociological Associations Sydney S. Spivak Program in Applied Social Research and Social Policy

Community Action Research Initiative Award." This was the first time a CCC faculty member received this community research initiative grant from the American Sociological Association. The joint funding for this initiative enabled Dr. Brown to extensively use technology as follows:

1. Present lecture notes as presentations using PowerPoint software.
2. Internet exercises demonstrated and assigned, particularly sites to access U.S. Census data, National Institutes of Health and various other federal agencies' data bases, and body mass index calculation to determine individual ideal weight values.
3. Videotaping of lectures and presentations of guest speakers for establishment of health and society video libraries at CCC and the Olivet Health and Education Institute.
4. Nutrition software on CD-ROM purchased, demonstrated and used by course participants to plan nutritious meals, view presentations of meals, conduct nutrient and caloric analyses of menus, plan shopping lists, and video clips of food preparation techniques.
5. Nutrition software to analyze individual diets, note deficiencies, and recommended foods to resolve deficiencies.
6. Students used word processing software to develop and revise health survey questions for class assignment.
7. Professor Brown used statistical software package to analyze health survey results for the class.
8. Students communicated over distance with Professor Brown using e-mail, voice mail, as well as U.S. mail.

Indications of success on campus

The impact of this initiative on students has been tremendous. Student evaluations of the course revealed that professionals are in need of the information covered in the course. Most of the course participants were professionals in the health and helping careers (psychologist, social workers, physical therapy assistant, and registered nurse). The participants evaluated the course as highly effective for enhancing their knowledge of the importance of social institutions in the African-American community, the spiritual component of wellness and healing, and knowing and reducing one's own health risk factors, especially diets high in fat, calories, sugar, and salt.

One student, Ms. Kim Middlebrooks, received a full scholarship provided by the American Sociological Association grant to take the course spring quarter 1998. Tuition and books were covered by the scholarship. Ms. Middlebrooks is on the Dean's List and a resident of Fairfax/East Village (one of the targeted groups for the course). She was able to complete the social science course sequence (required for her degree) in spring quarter, instead of waiting for fall 1998 when the college changed to semesters.

The course was also a recruitment tool for prospective students. The course was taught at Metro campus and the Olivet Health and Education Institute, located at 89th and Quincy Avenue, approximately three miles east of the campus. Promotional flyers were placed and announcements made at several churches visited by Dr. Brown in the Fairfax neighborhood. Some participants had never taken a course at Tri-C or been on the Metro campus. Several interested students were unable to take the course due to schedule conflicts. The course began mid-quarter as an accelerated course. These students and the administrators of the

Olivet Health and Education Institute requested that course be offered again this year.

The initiative is established. However, on-going review is carried out to insure its continued quality. Dr. Brown is to offer a subsection of the course entitled, "Health and Aging in the African-American Community," April 1999, at the Metro campus, as a continuing education course sponsored by the college's Center for Applied Gerontology. The target audience is health care professionals, and continuing education units will be offered to social workers, registered nurses, and counselors. It is hoped that Dr. Brown's interdisciplinary background in nursing (BSN and MSN) and sociology (BA, MA, and Ph.D.) will serve as a draw for RNs, in particular, to take this course. The Center for Applied Gerontology seeks to increase the number of RNs enrolling in CCC continuing education courses.

Adoption/Adaptation by other colleges

Community colleges are the institutions of higher learning most closely linked to their immediate environment and residents. Often this link is manifested in partnerships with neighboring institutions and businesses. This course could easily be adapted and offered by other community colleges in partnership with another institution, either on or off campus, to address the social conditions and related health issues of disadvantaged or at risk members of its population. Dr. Brown and CCC would welcome the opportunity to assist with the adaptation. A distance learning community involving CCC and another community college could also be adapted from this initiative.

Industry—Education Partnerships

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Cuyamaca College, one of two colleges that comprise the Grossmont-Cuyamaca Community College District, boasts of an outstanding Ornamental Horticulture Department that exemplifies effective initiatives in partnerships and linkages.

The Ornamental Horticulture program offers comprehensive training for entry and continuing skill development as well as preparation for advanced education at transfer institutions. Courses are designed for students interested in careers in nursery and greenhouse management, landscape design and construction, grounds management, retail nursery operations, irrigation systems design, installation of interior plantscaping, and other related fields.

To that end, program faculty and staff have developed a number of industry partnerships and linkages. Both private and public sector organizations participate on a regular basis in a variety of instructional activities and community events sponsored by the faculty and students of the Ornamental Horticulture Program.

The following lists the partnerships/linkages that have been forged over time by the entrepreneurial program members:

- California Landscape Contractors Association – sponsors eight students to attend the CLCA Landscape Industry Show in Long Beach; co-sponsors the College Spring Garden Festival; underwrites a $500 scholarship. The College hosts the CLCA Certified landscape Technician Training Program.

- San Diego Golf Course Superintendents Association – Co-sponsors the College Ornamental Horticulture's Spring Garden Festival.

- Otay Water District and Helix Water District – developed joint powers authority to build a four-acre $3,500,000 water conservation garden on the Cuyamaca College campus.

- Otay Water District – offers a backflow tester training course twice a year at the Otay Water District Headquarters.

- Miramar Wholesale Nurseries – provides innovative bilingual program instruction (English-Spanish) at their site.

- Landscape Industry Show – The Ornamental Horticulture Department produces and staffs a display at the major Annual Landscape Industry Show in Long Beach.

- People for Trees; California Landscape Contractors Association; California Association of Nurserymen; San Diego County Water Authority – all of these organizations set up a display at the Department's Annual Spring Garden Festival.

- University of California Cooperative Extension – co-sponsors the Department's *Turf Management Seminar.* This event is in its tenth year and is attended by over 200 industry members.

The strategies which have been used to create these linkages by the Program coordinator, Brad Monroe, in concert with faculty and staff, maximize program outreach. For example, one key approach is the use of quality program publications such as *The Urban Horticulturist* which is produced by the Ornamental Horticulture Department and the Cuyamaca College Botanical Society. The newsletter highlights program events and celebrates industry leaders as well as outstanding program students. Through wide dissemination, the publication ensures high visibility for the program throughout San Diego County. The program also receives favorable mention in local San Diego newspapers and magazines, such as *San Diego Home and Garden.* Recently, for instance, the Department's innovative English-as-a-Second-Language/ Ornamental Horticulture program was featured in *The San Diego Union.*

Industry linkages are also formed and promoted through the use of an active and "plugged in" advisory committee. Business/industry representatives meet regularly with Department faculty and staff to provide input on curriculum, program activities and learning opportunities. Best of all, advisory committee members provide an ever-growing network for positive publicity and industry contacts. In turn, Department faculty frequently serve as presenters and judges at competitions and industry events.

There is no question that the Ornamental Horticulture Department faculty and staff have created an innovative and effective initiative to develop industry partnerships and linkages. The methods that have been employed for this enterprise can be replicated by other colleges. The outcome of these efforts has been enhanced student success in the program, for students have been exposed to "real world" industry contacts and have had the opportunity to meet role models and mentors. In every way, the Ornamental Horticulture partnerships and linkages have led to win-win results.

Learning Community in Educational Technology

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Learning, community, and technology are central themes for the future of community colleges. Technological advances have dramatically changed what is possible in teaching and have focused attention on the process of learning. The path forward requires recognition of interdependent forces, and development of plans which are grounded in collaboration and fueled by the power of working together. Delaware Technical & Community College is a multi-campus college which created a learning community in educational technology expanding to all school districts in the state. The catalyst for the initiative was the collaborative development and implementation of a competency-based Educational Technology Certificate Program for faculty.

The context for the initiative can be summarized by seven forces. Although described in terms of the state of Delaware reality, these forces can be generalized to other states and community colleges. The first force which led to the initiative was the needs of the community college students. Delaware Tech students needed education current with rapidly changing technological advances. They needed to learn technology skills and they needed to be taught with technology strategies which facilitate and maximize their learning. As the second force, community college faculty members were called upon to deliver what the students needed. It was imperative for Delaware Tech faculty to have the technology skills they would model and teach, as well as the know-how to design instruction which matched technology teaching strategies to learning outcomes.

Government provided the third force for the initiative with the Governor and state legislature mandating public school reform through standards, testing, and accountability legislation. The state of Delaware has developed subject-area standards, is currently finalizing student testing processes, and has defined a timeline for holding students and schools accountable for achieving. As the fourth force, business leaders were demanding that schools produce graduates with the skills needed to do the work in today's world. Focused on the desired outcome of work-ready graduates, the business perspective quickly diagnosed the missing link in the state reform movement to be teacher training.

Public school constituencies formed the last three forces that led to Delaware Tech's initiative. The 19 school superintendents responsible for the school districts in the state needed to produce the expected outcomes in the face of a system which lacked alignment of the standards, the curriculum, the equipment, and the teachers' preparation. Along with public scrutiny and calls for urgent action, the decentralized system of school districts made planning for change more difficult. The K-12 teachers in the state were the sixth force in need of tools to help them make a difference in learning for their students. At the front lines of the responsibility for student success or failure, teachers needed practical, ready-to-implement solutions that would make them more effective. The K-12 students were the seventh force needing to be successful at learning as they are faced with a world of information which doubles every five years. Since Delaware standards are among the highest in the nation, it is projected that as many as 30 percent of these students will not pass the state tests and will require remediation.

Recognition of the seven described forces led Delaware Tech to find common ground and build a collaborative solution for the interdependent problems. The catalyst for the resulting learning community in educational technology was the development of an Educational Technology Certificate Program for college faculty and K-12 teachers through an inclusive consensus building effort. The learning community is the integrated whole which has been achieved through collective thinking, collegial relations, and communication mechanisms. Many people have been brought together, united by the common goal of improving teaching and learning, and refreshed by the effectiveness of working together. The key processes involved in building the learning community include an advisory committee process for identification and development of learner competencies, a policy linking process connecting the effort to certification approval, lane advancement credit for pay increases, and tuition reimbursement. The program curriculum development process is an internal college process connecting faculty at four campuses. Ongoing processes which enhance communication and build working relationships are the program marketing and outreach process, and the statewide coordination process for program planning and operation.

The success of the learning community in educational technology depended on three interrelated elements – training, technology, and tech support. The training program consists of an Introductory Certificate with four 1-credit courses designed for those with little knowledge, and an Advanced Certificate with six 3-credit courses for teachers to integrate technology into their teaching. It is a hands-on practical program with mastery of competencies demonstrated through learner-created applications ready for use in the classroom. The principles of instructional design taught in the program are used to develop the syllabus and instructor guide for each course. Electronic communication among educational technology students and instructors provides ongoing support.

Success is also predicated on having the technology and the tech support personnel to make the networks operate and to maintain the equipment. Scarce resources and the high cost of technology increase the complexity of the challenge in these areas. Delaware Tech conducted an Excellence Through Technology Capital Campaign to raise $4.4 million for instructional technology. Leveraging $1 million provided by the state, the college is in the final stages of reaching its fundraising goal through donations from the private sector. The capital campaign funds have made possible the establishment of Ed Tech Centers at each of the campuses designed with the equipment and software needed by faculty to develop technology applications for students. The challenge of staffing the college with the support technicians needed has been addressed by focusing the college position request on tech support as a two-year funding priority. This focused data-driven request has been well supported by the state. The investment in technology and tech support is maximized by the inclusion of K-12 teachers along with college faculty in the training and development process.

In its first two semesters, Delaware Tech's Educational Technology Certificate Program has enrolled over 200 teachers with more than 100 completing the introductory certificate and many halfway to completing the advanced certificate. Success stories abound, with one elementary teacher recruiting all the teachers from her school and becoming an instructor in the program. Others, who started the program not knowing how to turn on the computer, now boast web pages they developed for their departments. Studying the difference these new teacher technology skills make in student learning is an ongoing priority of the program.

The Learning Community in Educational Technology initiated by Delaware Tech is a model of partnerships and linkages. In addition to addressing the needs of college and K-12 faculty and students, this initiative has enhanced the reputation of the community college as a responsive, problem-solving organization and has increased respect for college programs. The focus on collaboration has promoted the role of faculty as mentors for other faculty in the exciting journey of transforming instruction through technology. The excellence of Delaware Tech's Learning Community in Educational Technology is a tribute to the creativity and collective brainpower of many enthusiastic educators.

Introduction to Manufacturing

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During the spring of 1998 conversations began with Dyersburg High School on the possibility of developing a course in manufacturing to be presented at the high school. Manufacturing is the largest single category of potential employment for high school graduates in the West Tennessee area, but manufacturing is one of the least understood career areas among high school students. A survey of local manufacturers and the Chamber of Commerce indicated that the chances for success in manufacturing were significantly increased if students had a good working knowledge of both hard skills (reading, writing, math, speaking, computer) and soft skills (work ethics, adapting to change, problem solving, flexibility, attitude). A curriculum was designed by Dyersburg State Community College and presented at Dyersburg High School during the fall 1998 semester. The class included 21 students (12 male, 9 female) ranging from the tenth to twelfth grades.

The curriculum for the Introduction to Manufacturing class included seven blocks. Each block concluded with an exam on the materials covered and a student survey that requested information on how to improve the class by expanding or reducing specific subject areas or changing the method of presentation. The following materials were presented:

I. Introduction to Manufacturing (8 hours) – Materials covered included defining manufacturing, and introducing students to the ten largest manufacturers in our service area and the products they produce. A significant amount of time was spent on developing problem solving and communication skills needed in manufacturing, and ensuring that students understood the most common manufacturing terms they would encounter.

II. Economics in Manufacturing (11 hours) – The basics of economics were explained including a strong emphasis on supply and demand. Cost and price determination was covered as well as market structure and the need to compete internationally.

III. History of Manufacturing (8 hours) – A study of manufacturing from before the industrial revolution to the present was presented including the major developments in manufacturing and their effects on society.

IV. Manufacturing Systems (10 hours) – This block covers the different manufacturing systems that can be used to produce various products, and the evolution of production processes throughout history. Several field trips were conducted to the college to demonstrate recent advances in automated manufacturing and robotics, where students received hands-on experience with robot programming.

V. Manufacturing Processes (16 hours) – Manufacturing processes covered the major materials classifications and machinery used to convert raw materials into finished products. Several manufacturing simulations were developed and conducted in the classroom to demonstrate the problems in operating a manufacturing process.

VI. Measuring Quality (8 hours) – In measuring quality, the use of Pareto Charts, Brainstorming, Control Charts, and group problem solving are taught through the use of simulated problems and group activities.

VII. Careers in Manufacturing (23 hours) – Careers in manufacturing discusses the various jobs that are performed in a typical manufacturing concern from the top levels of management through the production workers. Numerous field trips to industry were conducted to demonstrate actual working conditions, and guest speakers from various manufacturing jobs were invited as guest speakers.

This course was designed specifically to teach the hard and soft skills needed in manufacturing and to present a good overview to young students on the possibilities of manufacturing as a career. Through conducting the course we learned the importance of hands-on projects to increase the levels of attention and learning in class, and through comments received on the different block reviews we learned how to improve the course for future presentation.

This curriculum has been fully developed and will be offered to all school systems throughout West Tennessee in the summer of 1999. A two-day workshop on presenting Introduction to Manufacturing will be conducted at Dyersburg State and the model curriculum will be available for distribution. In addition, in fall 1999 a follow-up course in Manufacturing Processes will be presented at Dyersburg State for the Dyersburg High School students who completed Introduction to Manufacturing. This course will be presented for college credit and allow those students who are interested in pursuing a career in manufacturing to begin work on a technical degree in manufacturing.

Partnership Between Dyersburg State Community College And Tipton County, Tennessee

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Dyersburg State Community College serves seven rural Tennessee counties adjacent to the Mississippi River. Although industrialization has slowly grown in the area, agriculture still plays a significant role in the local economy. The population served by Dyersburg State is characterized by a higher incidence of poverty, lower levels of educational attainment, and lower per capita income than state and national averages. The nature of the area requires that Dyersburg State be an active partner in industrial and business growth.

Tipton County, Tennessee, is a rural Tennessee delta county adjacent to and north of the Memphis/Shelby county area. The Tipton County population is 37,568. 21.2 percent of families with children less than 18 years of age live in poverty. 39.8 percent of children attending public schools participate in Federal school lunch programs. 24.5 percent of Tipton County residents are members of minority groups. Rapid growth is forecast for the county.

The Tipton County partnership began in 1992 when the President of Dyersburg State Community College, the Chamber of Commerce director, and a six person educational task force met to explore the possibility of locating an instructional facility in Tipton County. Dr. Karen Bowyer, President of Dyersburg State, informed them of all that is entailed in acquiring a collegiate classroom building. After discussion of possibilities for the future, it was evident that the progressive leadership of the community was prepared to take whatever steps might be necessary in order to have a college classroom building in their community.

The first order to business was to acquire land upon which the college would be built. Covington city government, Tipton County government, and two banks each gave $100,000.00 toward the project. A third bank donated $55,000.00 to the project. The $455,000.00 pledged by these farsighted institutions provided the impetus for the new building. A site located on a major highway and near the geographic center of the county was purchased.

A needs assessment was conducted to determine what kinds of programs would be most appealing to the residents of Tipton County. Health care programs, business programs, and transfer programs led the list. With these needs in mind, educational planning proceeded.

The State of Tennessee awarded Dyersburg State construction funds in two phases. Phase I of construction began in November 1994. Classes began in January 1996. Phase II of construction began in 1997 and was completed in February 1998. The 32,298 square foot facility is now complete. The cost of construction for both phases totaled $5,400,000.00.

The facility houses laboratories for chemistry, biology, anatomy, computers, college preparatory studies, and nursing and allied health. There are ten general purpose classrooms and a master classroom. In addition there is administrative space, faculty offices, a student lounge, a bookstore, learning resource center, and a quiet lounge for study. The building was named The Speaker Jimmy Naifeh Building in appreciation of the efforts of Representative Jimmy Naifeh, Speaker of the Tennessee House of Representatives, whose tireless efforts made the dream a reality.

The partnership efforts, however, do not end with construction. The higher education task force has expanded from six to nineteen members. A forty-six person advisory committee provides the College advice on programming and makes suggestions for improvement.

The results of the Tipton County partnership have been gratifying. Enrollment has increased from 244 in Fall 1992 to 588 in Fall 1998, a 240 percent increase. Dyersburg State has secured approval to offer associate degrees in business administration and college transfer. DSCC is now moving toward offering programs in emergency medical technology, surgical technology, and computer network administration.

Local support continues to be very strong. The Tipton County Commission approved an appropriation of $175,000.00 to assist in meeting the start-up costs for the allied health programs. The Assisi Foundation granted an additional $87,000.00 to assist in starting the programs.

Fund raising for scholarships has been strongly supported by local businesses, civic and professional organizations, and individuals. The community has raised $149,589.00 over the past year for the Annual Fund. In addition, endowment gifts totaling $122,687 have been received.

Plans for a third phase of construction are now being formulated. The partnership formed between Dyersburg State and the people of Tipton County has been an unqualified success. An educational facility designed to meet the needs identified in the area has been constructed. The Dyersburg State Tipton County Center has been identified as a model facility, one that will be replicated in the construction of a new community college in Memphis. Access to higher education has been improved. The community has responded generously to the need for scholarships. There is much more to be done. Dyersburg State and the visionary leaders of Tipton County look forward to further growth and service in the new millennium.

A Partnership Between Elgin Community College And Montessori Education Centers Associated

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Elgin Community College (ECC) has entered into a partnership with Montessori Education Centers Associated (MECA), one of America's premier Montessori teacher education programs. The essential component of this partnership is the location of the intensive classroom component of the MECA program on the ECC campus. Students from Greater Chicago will be joined in Elgin this summer by students from all over the U.S., Europe, and South America to begin their study for the American Montessori Society teaching credential.

As part of the agreement between ECC and MECA, college district residents will become eligible for 2 full scholarships to the year-long teacher education program, and 6 scholarships for one-week teacher assistant programs. Thus, the Elgin area will gain exposure to the rapidly growing Montessori system of early childhood education. Students in the teacher education program will earn 12 semester hours of credit from ECC, in early childhood education and child psychology. Permanent certification as a Montessori teacher requires a baccalaureate degree, but some teachers begin their careers with temporary certification without having attended any college. Our partnership will encourage people to seek further higher education, as they become Montessorians—a contribution to the "seamless" model of higher learning.

In the past, MECA has conducted their teacher education program on their own campus, which is designed for use as a Montessori school. When larger numbers of adults crowded into these small-scaled rooms, they found themselves physically and psychically cramped. The MECA faculty looks forward to having the luxury of full sized classrooms, use of a college library, computer labs, and the convenience of all the college's resources. The ECC early childhood faculty, meanwhile, looks forward to the opportunity to meet their MECA colleagues and share perspectives on the many educational issues common to both groups.

This initiative has created significant interest in Montessori in the area, including in the media. Articles have appeared in *The Daily Herald, The Chicago Tribune,* our area's major dailies, as well as in *The Courier,* of Elgin, and numerous other regional publications about the ECC/MECA partnership, and Montessori schools in neighboring communities. Dr. David Broad, Dean of Liberal Arts and Social Sciences, was interviewed on WRMN Radio about the program, and the college receives calls and letters of inquiry about the teacher education program, scholarships and courses regularly.

The college is also promoting awareness and knowledge of Montessori through the offering of a credit-free course. "Introduction to Montessori" will begin in February, and will survey the history, philosophy and curriculum of the method. Teachers from area public school districts, parents of Montessori children, and people excited by the college's initiative are registering for this course. The course instructor is certified American Montessori Society lead Montessori teacher, with the additional rare credential of a master's degree in Montessori Early Childhood Education.

We at Elgin Community College believe that this initiative exemplifies the mission of the community college—to bring to the people of our service area knowledge, skills and resources that will enable them to grow intellectually, socially and economically. The Montessori method has demonstrated that it is one of the most effective systems of early childhood education. It establishes a lifelong pattern of self-motivated learning, respect for others, and respect for the natural and social environment. People who start their educational experience as Montessori students have been shown to be high academic achievers and supporters of education in its many forms.

We expect that societal interest in early childhood education is about to create a tremendous demand for teachers, teacher aides and other professionals and paraprofessionals. Montessori, being positioned as one of the most respected systems of early childhood education, will very likely continue to grow as it has recently, at an explosive rate. Community colleges, as they always have, will undoubtedly respond to the community's needs and demands. At ECC, we feel fortunate to be able to bring to the people of our district an association with an organization of the stature of MECA. We expect that other Montessori education organizations will follow MECA's lead, and seek partnerships with community colleges.

Flathead Valley Construction Trades Program
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The Tech Prep Building Trades Program was initiated in 1997 as a "Total Community Partnership" initiative. The active participants included three secondary school districts, Flathead Valley Community College, local government agencies, local business and Montana labor organizations. The objective of the initiative was to provide an articulated secondary to post-secondary Building Trades Curriculum leading to an Associate of Applied Science Degree in Industrial Technology. This objective was developed in response to a local shortage of labor for qualified entry-level building trades technicians. The concept of support and operation that emerged from this project is as follows:

1. The program supports dual enrollment of secondary students from the three area school districts (Bigfork, Kalispell, and Whitefish) and post-secondary students from Flathead Valley Community College. During a school year, the students study and then perform every aspect of home construction. This initiates with location layout, progresses through excavation, foundation layout, framing, and finish. The tasks, conditions, and standards of performance adhered to in the curriculum were developed in concert between local building professionals and school faculty. The end result is a marketable home sold to a low-income qualified buyer. The students learn by experiencing the aspects of the construction, electrical, and plumbing professions. High school students participate four hours per day, five days per week, and earn 12 college credits toward an A.A.S. degree. College students participate six hours per day, five days per week, and complete 15 credits per semester toward the A.A.S. degree.

2. The Flathead Builders Association, representing local contractors, suppliers, and organized labor, participates as the program sponsor in two major ways. First, the Association purchases the building lot and consigns a Reduced-interest Construction Loan from a participating financial institution to cover the cost of construction materials. The loan and cost of the building lot are reimbursed upon sale of the home. Additional profit in the sale of the house is applied toward the next year's project costs. Through accumulation of profit, the project is expected to be self-supporting, not requiring a loan, by the year 2001. Second, the Association provides professional contractors as adjunct instructors. Licensed electricians, plumbers, and heating/ventilation and air conditioning contractors provide on-site instruction and certification during those phases of construction. Master floor-covering specialists instruct hardwood floor, carpeting, and linoleum installation.

3. Program operational costs, including instructor salary, educational supplies, and tool repair and replacement are provided through a cost-share basis by

all participating educational institutions. A pro-rata allocation is contributed by each of the four schools based on the percentage of total enrollment. Flathead Valley Community College, the designated fiscal agent for the project, employs the Course Instructor and coordinates all procurement requirements and program reviews.

4. Students studying Interior Home Decorating at Flathead High School participate in the program by selecting interior and exterior color schemes, floor coverings, counter tops, cabinetry, wallpaper, and bath and light fixtures. During the finish phase of the home, these students paint (including decorative painting, i.e. sponging) and install wallpaper. The high school cabinetry classes build and install the cabinet bases and counter tops. Students studying landscaping will begin supporting that phase of the construction in the year 2000.

5. The Montana State University School of Engineering and Architecture has recently agreed to participate in the program. Professor Robert Taylor initiated a new course at Montana State University during the Spring Semester 1999 in which ten third-year students will each design a 1600 - 1800 sq. ft. home. Through a process of critical reviews conducted by five faculty members, the students will refine and consolidate design initiatives to produce two final designs. The students will then present their two design projects to the Flathead Building Advisory Board, who will select the winning design to be built by the Building Program Students next year. During school year 2000, the Architecture students will visit the building site three times, to witness their design being constructed, and to interact with the Carpentry students applying the design concept.

6. The State Housing and Building Inspection Agency provides a one day seminar covering state electrical, plumbing, and construction codes. This instruction is presented in a combined forum with the Building Trades Students and the Montana State University Engineering and Architecture Students.

Through the process of cost and resource sharing, the Community has succeeded in meeting a community need for a better qualified work force while concurrently providing both secondary and post-secondary students additional career opportunities. The facts that best stand in testament to the success of this program are:

1. More than 80 percent of the 43 students satisfactorily completing the program have been offered employment in the building trades profession.

2. There is currently a competitive waiting list for program enrollment at both the secondary and post-secondary levels.

3. Flathead Valley Community College has been asked by three additional communities to assist in establishing similar programs within their communities.

The Flathead Valley Tech Prep Building Trades Program is representative of a "Total Community Partnership" in Education. The Program actively involves local business, labor, and government working in conjunction with both secondary and post-secondary education. The end result has provided an expanded curriculum in four school systems, an economically impossible feat within any single system, while concurrently meeting both student and employer needs. However, quite possibly the most overlooked beneficiaries of this program are the two very satisfied and happy families living in two very well constructed homes. Through the joint efforts of the community there will be more to follow.

Workforce Retraining Partnerships

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Through the South Carolina Enterprise Zone Act of 1995, Florence-Darlington Technical College's Continuing Education Division has developed successful partnerships with ten (10) local industries, to provide tailored employee training based on specific industry goals:

1. ESAB Welding and Cutting Products Company

ESAB is the world's largest manufacturer of welding and cutting products, with sites located in several countries. The North American Headquarters and one of ESAB's manufacturing plants are located in Florence, SC. The Florence plant employs more than 900 local employees. In 1996, ESAB senior managers in Florence recognized that they were losing global market share and needed to make significant changes to stem the tide. They decided to adopt the Total Quality Management philosophy and searched for a training partner.

Florence-Darlington Technical College's Continuing Education Division (FDTC/CE) was one of the training partners considered. The Continuing Education Division made a formal presentation to the Senior Management Team including its World Class Manufacturing Concepts and the 1995 South Carolina Enterprise Zone Act. ESAB selected FDTC/CE to be their training partner and made application for an Enterprise Zone Project (11/96-10/01), which was the first in the Pee Dee region.

Today, ESAB has regained lost market share and is now increasing market share. These results are directly related to the training partnership with FDTC/CE.

2. Nucor Steel

Nucor Steel's Darlington Plant employs more than 350 employees. In 1996 Nucor management decided to install a computer controlled rolling mill that would require higher skilled employees. The target start-up for this project was 1997. FDTC/CE was contacted for possible retraining of Nucor's existing employees for these higher skill jobs. FDTC/CE presented a plan to Nucor including the 1995 SC Enterprise Zone Act. This was accepted and Nucor submitted an application for an Enterprise Zone Project (6/97-5/01). Today, the new high skill positions are filled by retrained Nucor employees and the service technicians for the mill are also trained. FDTC/CE is currently training additional employees for other jobs within the company.

3. E.I. DuPont

The workforce at DuPont's Florence Plant has an average term of service of more than 25 years. Due to recent retirements, DuPont is facing the challenge of replacing senior employees. At the beginning of this year, FDTC/CE offered DuPont a retraining plan including an Enterprise Zone Project (1/98-12/02) that would prepare current employees to step into lost advanced positions. DuPont submitted an application and is now replacing the retired employees with retrained employees.

4. Wellman Inc., Johnsonville Plant

Several years ago, Wellman's Johnsonville Plant began upgrading its technological production equipment. Management at Wellman recognized that their workforce was not prepared to operate the new equipment and that a comprehensive retraining program would be necessary. FDTC/CE proposed, and Wellman accepted a comprehensive retraining plan based on an Enterprise Zone Project (1/98-12/02) through which the current workforce could be retrained to operate the new equipment. Employees at Wellman, Johnsonville, including production employees, service technicians and supervisors are currently in retraining and are succeeding.

5. Mar Mac Wire, Inc.

Mar Mac management has decided that a major retraining of their employees is needed in order for the company to remain competitive. A number of employees with minimal skills were recently hired to meet production demands, and a progressive Plant Manager was hired to direct this initiative. FDTC/CE was contacted and they presented a complete retraining based on the Enterprise Zone application (2/98-12-02). Today those low-skill employees are in productivity retraining to help the company meet production demands successfully.

6. S & W Manufacturing Company

S & W Manufacturing Company manufactures a variety of office file folders. In 1993 S & W employed less than 50 people. Growth of the business has brought them up to over 150 employees. S & W Manufacturing is facing the challenge of upgrading the workforce, training employees to become "owners" of their workplaces. S & W management feels a complete organizational culture change, with skills retraining, is necessary for the company to remain competitive. FDTC/CE established an Enterprise Zone Project partnership with S & W (2/98-2-02) and is now retraining the entire workforce.

7. Roller Bearing Company of America

Roller Bearing Company, located near Hartsville, SC, manufactures a variety of industrial bearings. Roller Bearing recently expanded their plant due to increased sales. Management recognized that a comprehensive training and development effort will be necessary in order for Roller Bearing to remain competitive and to continue desired growth. FDTC/CE recently customized and delivered a management development course for Roller Bearing employees. Roller Bearing then applied for an Enterprise Zone Project (3/98-3/03) to enhance the workforce retraining and development. Ten classes for workforce and supervisory development are currently being conducted.

8. Wellman, Palmetto Plant

Wellman's Palmetto Plant is increasing production through a recent expansion and upgrade. In order to remain competitive new employees must be trained and current employees retrained to operate a plant in continuous technological advancement. FDTC/CE created an Enterprise Zone Project partnership with Wellman, Palmetto Plant (4/98-3/03), and a retraining is now scheduled. In addition, service technicians currently employed or under contract by Wellman will also be retrained - beyond the Enterprise Zone Project.

9. GE Medical Systems

GE Medical Systems in Florence, SC decided (after a demographic review) that a retraining program would be necessary due to their senior workforce. Within five years, 20 percent of their workforce is expected to retire. Thus, an Enterprise Zone Project (8/98-7/03) to retrain existing employees for these jobs will ensure continuity and a successful transition. This plan is ready to begin.

10. AVM, Inc.

AVM in Marion, South Carolina is the world's largest producer of Gas Spring Lift Supports and Vacuum Actuators which are used in the automotive industry. AVM is a rapidly growing division of Arvin Industries, a Fortune 500 Company. AVM is an international company which operates 50 facilities in more than 20 countries around the world. Because of the phenomenal growth of the Marion Plant and the competitive market which they're in, the company has made a commitment to the on-going training and development of its workforce and the future success of this program. The Marion Plant employs a total workforce of almost 700 employees and requires each employee to receive a minimum of 40 hours per year in training.

Georgia Perimeter College: Partnership In The DeKalb Workforce Center, Inc.

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Georgia Perimeter College is no longer focusing its educational efforts and resources chiefly upon the relatively short time span required to seek and earn a degree. Rather, the college has recognized that new technologies, a new workforce, and a new economy will require a lifetime of learning. In this effort, Georgia Perimeter College is participating in a leading edge collaborative educational partnerships—the DeKalb Workforce Center, Inc.

Two years ago, staff from several state agencies recognized the need for a more cohesive approach to educational, technical, and job seeking services. Out of this need, the early partners became enthusiastic and committed to the concept of the "One Stop" shop. Since then, the partnership has expanded to eleven agencies[1]. Last year, the partners made the decision to incorporate as the DeKalb Workforce Center, Inc. The organization adopted the following Mission Statement and has worked tirelessly to create a comprehensive and seamless employment and training system in DeKalb County.

Mission Statement

We will advance the economic well-being of our citizens and employers by serving as the focal point for workforce development through the co-location, cooperation, and integration of employment, training, education and economic development.

The DeKalb Workforce Center, conveniently located to public transportation, will combine the major activities and programs of the 11 partner agencies. Job seekers will have available to them an impressive array of services, including referral to jobs and training, academic and vocational evaluations, occupational exploration and job search assistance, interest inventories, health screening, academic assistance, and supportive services. Employers will be able to use the Center as a central source of pre-screened job applicants, for job task analyses, and for interview or training space.

Every partner agency will have a presence in the Center, and several will totally relocate their operations into the facility. All however, will be linked together through an interactive computer network. This interagency network will enable a job seeker to walk into any location of a partner agency and receive complete information about every opportunity or service that is available through the entire partnership network. The computer network will also permit interagency tracking and case management, comprehensive reporting, monitoring, analysis and evaluation of demographic, program and financial information.

Additional in-house services will include Intake, Case Management, GED Preparation, English for Speakers of Other Languages (ESOL), Child Care (drop-in for participants), Assessment, Counseling, Customized Training, Professional and Personal Workshops, and Follow-up.

The DeKalb Workforce Center will be a newly constructed facility located in central DeKalb County, and will comprise nearly 100,000 square feet. It is anticipated that ground breaking will occur in early 1999. The facility will be constructed through tax-exempt financing, with the debt on the building retired over a period of 15 years through the payment of rents by partner agencies. This approach will ensure that the design of the building, and location of functional areas within the facility, is consistent with the stated mission and purpose, i.e., a fully integrated and seamless workforce development system.

The Design Team did not foresee two years ago how closely DeKalb County's one-stop model would mirror the recently enacted Workforce Investment Act of 1998. However, the DeKalb Workforce Center, Inc. with its myriad of partners, integrated service delivery system, and carefully designed building is a paradigm. The creativity and vision demonstrated by the DeKalb Workforce Center partners has put DeKalb on the fast-track to workforce development in the 21st century.

Georgia Perimeter College's participation in this partnership is a unique effort to more fully represent the college's mission to its community. In short, Georgia Perimeter College has recognized the need to seamlessly mesh traditional academic educational services with workforce development. These endeavors are viewed on a continuum and not as two separate entities. Consequently, the college has been a member of the workforce design team from its earliest stages. Further, the college will have a permanent computer training site at the DWC, and will thus have excellent opportunity to expand Economic Outreach to those displaced workers who need to return to a viable place within today's workforce. Further, this linkage gives the college the opportunity to partner with businesses in filling their workforce needs. Ultimately, Georgia Perimeter College will have an established visibility in a viable workforce endeavor. The partnership will thus allow the college to be viewed in a more complete way—as a deliverer of academic training and traditional degrees, but also as a lifelong participant in workforce training, certification, and worker re-education. The DeKalb Workforce Center, Inc.is a timely, adaptable, and viable educational partnership for today's changing economy.

[1]The DeKalb Workforce Center, Inc. is a collaborative of Georgia Perimeter College and of the DeKalb Private Industry Council (PIC), DeKalb Chamber of Commerce, Goodwill Industries of North Georgia, Department of Family and Children Services (DFACS), Department of Labor, Division of Rehabilitation Services, DeKalb Technical Institute, Decatur-DeKalb Housing Authority, DeKalb Economic Development, and DeKalb Community Development.

The Upper Valley Foreign Language Collaborative

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Our History

In 1993, Greenfield Community College was selected as one of fifteen community colleges nation-wide to participate in the American Association of Community Colleges project, *Improving Foreign Language Education at Community Colleges*. This grant, funded by the National Endowment for the Humanities, allowed GCC to plan and implement an action plan to improve foreign language teaching at the college.

One of the three key projects in the action plan was to establish and sponsor an academic alliance of foreign language professionals in the Pioneer Valley. As a result, in May of 1993, the Upper Valley Foreign Language Collaborative was founded as an alliance of teachers from both public and private schools, at the elementary, secondary and two and four year post-secondary levels.

Our Purpose

The goal of the Upper Valley Foreign Language Collaborative is to provide a forum for discussion of interests and issues common to foreign language educators in an atmosphere of collegiality, cooperation and advocacy for foreign language teaching. As a group, we find enormous value in the support of our colleagues and in the shared, ongoing professional development that the collaborative offers. All language teachers are welcome.

The UVFLC meets monthly during the academic year on the Greenfield Community College campus. Each meeting begins at 3:30 p.m. with refreshments and informal discussions, and an opportunity for participants to exchange a teaching technique/tip. There then follows the main part of the session, centering on a particular topic that is chosen as part of the year's over-arching theme. At the end of each school year, the group's steering committee determines the focus for the upcoming year's series.

Our Most Recent Project

The group recently helped to sponsor, with the language department of Greenfield Community College, a team-based professional development opportunity that was funded by a Leadership grant through the National Foundation for the Improvement of Education. In this extended sequence professional development opportunity, the *World Language Teaching and Learning Team*, a total of 22 foreign language educators from area middle schools, high schools and post-secondary institutions met for the three daylong seminars. Under this collegial model, two or more classroom teachers from each member school formed teams that shared in workshops lead by presenters who are both teachers and experts in the field. They included a morning core presentation and an afternoon hands-on materials workshop carried out by the teams. Between seminars, team members applied techniques and projects in their classes and offered each other support and guidance.

A major goal of the project was to make current research in the field available and useful to the classroom teacher, always in a format that allowed the transfer from theory to practice. Additionally, in this team model, while the presenters serve as valuable consultants, the team-based structure recognized that we, the classroom practitioners can be our own best resource. Within each school and also within the larger group, teachers supported each others' best efforts to improve language teaching by drawing on their collective experience and expertise. The advantages of the team-based extended sequence professional development model were clearly stated in the participants' evaluations; unanimously, the participants supported this model and would recommend it to other colleagues.

Holyoke Community College Neighborhood Networking: "Campus and Community Partnerships Serve Multiple Interests"

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Almost like a child on Christmas morning opening their presents—it was incredible to see some amazed by what a computer could do and find for them. I learned so many things that day that I'm really happy. I felt happy about myself because I can help someone else learn about computers. The little that I know I like to share with those who don't know anything. So, I'm proud of myself. I'm thankful because I was inspired to go there and not be afraid of anything.

(Computer Information Systems Student)

This student's account of his community service experience is evidence that community service-learning has a strong potential for the development of critical consciousness. It also demonstrates the expanding role of Holyoke Community College in community development through an instructional initiative which brings students and the community together.

This initiative combines community service and classroom learning in ways that are adaptable to diverse community and college settings. It responds to needs identified by the community and engages students, faculty and community members in a shared role in teaching and learning. In a spirit of collaboration and reciprocity, campus and community-wide partnerships serve multiple interests.

Background

Holyoke Community College was built on a hilltop overlooking an old industrial city struggling with crime, drug abuse and unemployment. Fewer than 33 percent of the community's population over 25 years old earn a high school diploma, and more than half of Holyoke youth, 16-19 years old fail to finish high school. Holyoke has the greatest percentage of incarcerated youth in the state of Massachusetts. The Neighborhood Networks Center grew out of a US Department of Housing and Urban Development Drug Elimination Grant to foster the development of computer access and literacy as one way to address social issues and to revitalize the city. Community volunteers refurbished an abandoned bank building to create a computer center which now houses twenty computers for public use. Local citizens, businesses and non-profit agencies formed a coalition which donated the resources needed to get the Center started. Any volunteer who performs 60 hours of service at the Center can earn a reconditioned computer.

The Center operates on two floors. Upstairs, community residents are taught fundamental computer skills such as keyboarding and data entry using popular software applications. Downstairs, volunteers rebuild donated computers and distribute them to community members. The Center called upon Holyoke Community College to help in its development, and this led to numerous opportunities for the college to partner with the Center through community service-learning.

The Neighborhood Networks Center Partnership

Community service-learning is an option in approximately thirty courses at Holyoke Community College. Students combine college course work with organized community service activities to earn course credit. Approximately 10 percent of HCC students participate in service-learning across the curriculum. Currently, the Neighborhood Networks Center project is attracting Holyoke Community College faculty and students from courses offered by its Computer Information Systems, Microcomputer Repair, Business, Electronics, Sociology, and Anthropology Departments.

Community service-learning activities meet course objectives, respond to community needs and build on community assets within a collaborative arrangement with a community partner. One asset is the students themselves who are from the local community. The city of Holyoke provides the college with the largest student enrollment of its surrounding cities and towns. For these students, service-learning is a way to contribute to their own communities, fostering grass roots leadership development.

In Computer Information Systems courses, the students create Internet sites for organizations and set up training sessions. In the words of Linda Meccouri, Professor of Computer Information Systems, "This is a win-win-win learning environment that serves the students' need to give back to their own communities while learning valuable skills and attitudes. Also, it addresses some of the (colleges) retention issues and contributes in meaningful, practical ways."

In Electronics Technology courses students meet course objectives in a different way. Faced with the gruesome limitations of a solitary classroom computer with which to practice, the Neighborhood Networks Center provides a powerful motivator—a number of computers having operating systems with real world relevance! Two classes meet in the basement workshop of the Center, for their lab time, in four-hour blocks, at three-week intervals. Only three miles from campus, the site location is an easy field trip and a perfect match for learning and teaching.

Expanding the Partnership

The Neighborhood Networks Center is a magnet for families and children. In his observation of children who frequent the Center, its volunteer coordinator noticed that boys charge at the computers and fearlessly dive into games. Girls, however, frequently move away from the computers to cluster in the couch corner. Concerned about reproducing gender disparity in technology, the coordinator expressed his views to the Director of the Pioneer Valley Girl Scouts during Holyoke Community College's Community Service Fair. This transaction planted the seeds for a Girl Scout campaign that will address the underlying needs of girls at the Center. Compelled by this story, Candida Johnson, Professor of Business, invited both community agency leaders to speak to her Customer Service and Sales class. Inspired by their presentations, HCC students joined an initiative to contribute a strategy for personalized customer service for girls and community residents.

As the Holyoke Neighborhood Networks Center project continues to grow in creativity and innovation, so do the faculty, students and Community Service-learning Program at Holyoke Community College. The combined efforts of service, teaching and learning hold profound opportunities for community empowerment, instructional leadership and student development.

IVCC/NECA-IBEW Electrician A.A.S. Partnership

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Illinois Valley Community College and the Joint Apprenticeship and Training Committee (JATC) Local 176 (The Eastern Illinois Chapter of the National Electrical Contractors Association and the International Brotherhood of Electrical Workers Local Union 176) have entered into a collaborative partnership to offer an Associate in Applied Science degree program in Electrical Construction Technology. The A.A.S. degree curriculum for this program will include a total of sixty-five and one-half credit hours consisting of fifteen credit hours of general education courses, thirty-eight credit hours of technical core courses, ten credit hours of internship, and two and one-half credit hours of related instruction courses. Three other Community Colleges have joined with IVCC to participate in this cooperative venture (Black Hawk, Joliet, and Kankakee).

The technical core and related instruction courses will be offered and taught at the JATC Local 176 training facility in Joliet, Illinois. The internship courses will be a component of the on-the-job training experience. The general education courses will be offered by Illinois Valley, Black Hawk, Joliet, and Kankakee Community Colleges all of that serve Local 176's region. Upon completion of the five-year program, the electrician apprentice will receive his or her journeyperson card, along with the A.A.S. degree from Illinois Valley Community College.

The Electrician Apprenticeship A.A.S Partnership came into existence when the JATC Local 176 representatives sat down with representatives from IVCC who worked together to hammer out a cooperative agreement on how to implement the A.A.S. program. The agreement is a unique partnership arrangement involving the union, contractors, and four community colleges that have all recognized the significance and importance of expanding the learning horizons for these apprenticeship students. The program gives these students the opportunity to achieve an Associate in Applied Science degree which allows them to acquire knowledge and skills to better prepare themselves for meeting the increasing educational demands of today's society.

The partnership arrangement for this cooperative venture can serve as a model to other colleges and union groups that wish to implement associate degree programs for apprentices. IVCC representatives have been contacted on numerous occasions from other community college representatives who are interested in pursuing the possibility of initiating and implementing this type of partnership.

The starting date for this collaborative program was the Fall Semester of 1998 with approval by all partners and by the Illinois Community College Board and the Illinois Board of Higher Education. This partnership effort has strengthened the college's relationship with the local unions. The Carpenter's union representing the northern Illinois region is also interested in conducting discussions with the college to possibly establish a similar A.A.S. degree program arrangement similar to the Electrician program. This type of partnership arrangement is leading to a better educated and prepared work force with all participating parties benefiting from the relationships.

The Instructional Support Center: A Collaborative Model For The Effective And Increased Use Of Technology To Improve Teaching And Learning

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Climate and Need

Educational institutions strive continually to purchase, maintain, upgrade, and support technology necessary to sustain a highly skilled work force requiring life-long learning. This on-going pursuit challenges an institution's ability to simultaneously develop faculty skills for transforming current educational practices. Most faculty use available technology to automate traditional practices, i.e., electronic grade books, word processed syllabi, automated student assessment, etc., while the impact on the learner goes primarily unchanged.

Instructional Support Center

Collaboration is an important component in educational transformation. Many educational institutions, especially those in urban and rural settings, struggle individually to afford personnel with the expertise for training educators how to effectively transform their current practices. Often times we find coordinators without special training or skills filling these roles and in many instances there is no one assigned this responsibility.

Four (4) community colleges in the east central region of Missouri formed a consortium and established an Instructional Support Center (ISC) in fall 1998. The ISC assists faculty with the effective implementation of technology to enhance teaching and learning. A director, specialist and skilled part-time workers have been hired as the initial staff.

The four (4) institutions of East Central College, Jefferson College, Mineral Area College, and St. Charles County Community College have in the recent past functioned as a consortium on other initiatives to pool resources and provide services which would have been difficult to provide individually. These arrangements, because of excellent inter-institutional cooperation, have worked well to fulfill their improvement efforts.

Areas of Support, Goals and Activities

The Instructional Support Center (ISC) assists the four (4) institutions in the following three (3) areas:

1. Training - Faculty and staff are provided opportunities to learn how to enhance teaching and learning using technology. Best practices, hands-on training in current hardware and software, design techniques, copyright law, and I-TV methods are a few examples of training opportunities provided. Centralized workshops and on-site training are on-going. Attention is given to identify special skills within the four (4) Colleges. Faculty with specialized skills and experience in these areas make excellent trainers of their colleagues. The ISC coordinates training opportunities to share these skills within the consortium. ISC staff also provides training in areas of unmet need. Another advantage of the consortium is its ability to bring in high-profile speakers and trainers, which individually would often be cost prohibitive.

2. Development Assistance – The ISC provides human and technical resources to faculty in order that ideas can be brought to fruition. Because of the time involved in developing technology-assisted instruction, many faculty are left out, even though they have ideas which they would like to implement. The staff has expertise in instructional design, coding, programming, and digital graphic arts. These resources, combined with the content expertise of the faculty, are proving to be an effective team approach to development.

   The ISC is currently developing RFP's to send out to faculty of the four (4) Colleges. Proposals will be evaluated and a limited number will be selected for a round of development efforts throughout late spring and summer. Faculty who collaborate with colleagues to propose solutions to shared educational needs whether at the same College or another College in the consortium will be given selection preference.

   Development labs are proposed for each College. If implemented, labs will contain a scaled version of the main development/training lab at the ISC on the Jefferson College campus. Faculty will have local access to these labs with specialized hardware and software. These labs will be supported by the Instructional Support Center through the use of h.323 teleconferencing. ISC staff will be able to see the remote computer screen and applications and provide remote support and assistance.

3. Coordination - The ISC also performs a coordination role. One recent example is the organization of a committee with faculty representatives from each of the four (4) Colleges. The committee met via ITV to evaluate software for offering classes on the Internet. Once selected the software was installed on a server and is being used to support classes at all four (4) Colleges. A single software platform and server have proved to make training, development and support more efficient and cost effective. Other examples are the coordination of guidelines for offering ITV classes and proposed development of a long-term plan for ITV course offerings within division areas. The ISC also coordinates ITV course offering schedules between the four (4) Colleges.

Evaluation

Evaluation of the program is currently formal and informal. It is quantitative as well qualitative—formative as well as summative. The presidents of the four (4) College's and Chief Academic Officers meet regularly. Goals and initiatives are reviewed. Ideas and suggestions for improvement are presented. Meetings have been held on the four (4) College campuses to discuss with faculty and other administration current initiatives and ideas. Feedback and suggestions are made. All training sessions and workshops are formally evaluated quantitatively and qualitatively. Results are shared with administrators of the four (4) Colleges. A steering committee is proposed, and is to be implemented soon, containing representatives of different groups within the institutions. Proposed participants are faculty, staff development coordinators and administrators.

Summary

In order to improve teaching and learning, as well as expand access to quality educational opportunities through the use of technology, the four (4) Colleges formed an ISC. The ISC assists faculty with the implementation of technology into their curriculum. The ISC works primarily in three areas: training, development and coordination. By working in the above areas the ISC is able to provide opportunities that would otherwise be difficult to provide individually. Being only six months old the ISC is working to accomplish many of its initial goals; however, initial interest and participation have been outstanding. The Colleges look forward to continued growth and success of the ISC and believe it to be a model initiative, which could benefit many urban and rural community Colleges.

Golden Opportunities for Senior Volunteers

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Lakeland Community College has found a way to make the retirement years productive, significant and fulfilling while at the same time enhancing and improving our programs for the Senior Citizen population. Lakeland's programming for seniors is called Golden Opportunities Programs, named by the senior citizen participants in a contest. Some courses and programs are

cosponsored with the local Council on Aging as well as other senior citizen organizations.
Lakeland College has a large, active and growing program for senior citizens. Initially, senior citizens were only involved in the program when they enrolled in a course or other program. In order to improve excellence, efficiency and effectiveness, the Golden Opportunities program coordinator decided to involve senior citizens from the community in the actual development of the program, in all aspects of program development from marketing to evaluation. After talking with a number of retirees in the area, a list of "jobs" was created that volunteers could sign up for. This list was given out to the people who attended Golden Opportunity programs and many people responded positively.

The jobs currently filled include brochure distributors, marketing managers, proofreaders, field trip managers, program planners, Senior College Day managers and photographers. Senior volunteers stay on their jobs for as long as they like, with a yearly option to change jobs.

This jobs program for volunteers has proved to be extremely beneficial for Lakeland College. The volunteers have enhanced and improved every aspect of the Golden Opportunities program. The group responsible for program planning continually develops new ideas for future programs, and implements the programs, courses and trips. The proofreaders make sure that promotional literature is correct, concise and enticing. The brochure distributors make it possible for as many people as possible to get program information. The marketing managers help to promote the diverse courses we offer. The field trip managers ensure that all goes well on various trips, and report back on likes and dislikes so the programming can continue to improve. Senior College Day managers make sure the day of sampler presentations and guest speakers and performers, (which can have as many as 200 students) goes smoothly and that the needs of the students and instructors are met. The photographer records the trips and provides photos to use in future promotional material.

The jobs program has also proved to be very beneficial for the volunteers. Over and over volunteers report back on how much they enjoy "working" for the college. The benefits are often intangible, however, most volunteers continue to stay on the job for years. There is a real sense of pride and of ownership that comes out clearly in the work performed by the volunteers. These people know they are needed, and they get a strong sense of self-worth from being involved in an active and growing program.

These volunteers form a strong link between the college and the community. They are actively involved in the programs, and they tell their friends about them. They get their friends to sign up for programs and to come to the college for events. They share their positive experiences with others, so more older people realize that the college offers something for them. Perhaps most importantly, Lakeland has helped make thousands of senior citizens' retirement years productive, significant and fulfilling.

A Good Idea Becomes Reality

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Many of us in the "community college business" can identify, through personal experience or by reading the history of the community college, that many of our institutions began in a wing of a high school. Over time most community colleges have developed a campus setting independent of other institutions and thus creating our own identity.

Twenty years ago, however, many of us realized that our beautiful campuses on the edge of town were not serving populations in the central part of our cities, so we established "downtown centers." These centers typically housed programs such as basic skills and English as a second language, and most often included programs designed to serve business and industry. In addition to downtown centers, many colleges have built extension centers in outlying communities in their service districts.

Today, many of us are thinking of new ways to serve learners who may find it inconvenient, if not difficult to impossible, to access programs on the main campus of our colleges. One such effort at Lane Community College involves a unique partnership with, guess who?—the local high school.

Two years ago we passed a $42.8 million bond issue that included provision for several major construction and equipment initiatives for the college. Included was $3.2 million to construct *Community Learning Centers* at eight high schools in the college's service district. Over a period of several years, the college had established a collaborative relationship with several high schools to offer programs for adults in the evenings and on weekends. The establishment of the Community Learning Centers (CLCs) will bring this collaboration to a new level.

High schools were chosen as sites for several reasons: (1) they serve as centers of education in their neighborhood or community; (2) building at the high school site saved public funds by using existing land and other infrastructure; (3) it was a strategic location for serving both high school students wishing to access higher education programs and services while in high school, as well as learners from the general community. In addition, by building these additions at high school sites, the schools have agreed to allow the college use of their entire school facilities during non-school times.

The CLCs are approximately 2,500 square foot additions to the existing high school building. In some cases the exterior walls of the high school serve as a wall of the addition. The location is typically at the front of the school, near the administrative offices, giving the centers a definitive "front entrance" to the community. Each center includes a class-sized computer laboratory, a classroom equipped for video distance learning, a testing/counseling area, and a small group meeting/viewing room. Instruction will be provided through a variety of distance learning media, including web-based courses, telecourses, and real-time distance video. While the computer laboratory will be primarily used for independent study, live classes will be scheduled in both that lab as well as in the adjacent classroom.

The STAR Institute

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The STAR Institute is a unique partnership of K-12 and higher education that directly connects students and their studies to local workforce development needs. Responding to a skills and achievement crisis in the Lansing Public Schools, Lansing Community College proposed the creation of a new kind of educational option for the area's eleventh and twelfth grade students.

High school students from the college's six-county district enroll at the STAR Institute as Lansing Community College students. They spend their mornings in highly innovative programming in a Lansing Public Schools building, focusing on high-demand, high-skill curricula that have multiple exit points along an education/career pathway. Thirty-three carefully chosen students from nine schools around the community college district began classes in Chemical Process Technology, Computer Networking and Business Internet Systems, and Geographic Information Systems in Fall 1998. These students will continue next year in these programs as the STAR adds a fourth program, Environmental Resource Management Technology in Fall 1999.

Students earn college credit, participate in active, practice-based learning, often engage in work site experiences, and can either move directly into respectably paid employment immediately upon high school graduation and/or continue at the community college. All programs can also articulate to baccalaureate programs at advanced degree institutions, such as Ferris State University.

STAR creates an innovative and highly flexible career pathway for students who might not ordinarily consider a higher education option, despite the attractive realities of today's high-tech job market. The career pathways developed at the Institute include several "exit" points, allowing the student to begin at above-average earnings immediately upon high school graduation and continue on—often supported by the employer—to complete a certificate, two-year or four-year degree. All programs are developed in close partnership with area business and industry, including work site experiences, and frequently appear on lists of "fastest growing" and "highest demand" occupations well into the next millennium. Innovative learning environments that result from such partnerships and meet real career preparation needs will become the sustainable basis of education at all levels.

Lansing Community College designed, equipped, and manages the STAR, partnering with the Lansing Public Schools who contributed building space and logistical support and other school districts within the college's district who have agreed to the terms of student participation in the program. Current and pending articulation agreements with Ferris State University increase the transferability of Lansing Community College credits earned at the STAR. Business and industry partners have a range of involvement, but all provide the STAR with its unique grounding in workplace reality.

Some notable partners include Dow Corning's leadership in equipment donation and curriculum design for the Chemical Processing Program. Similarly, Integraph Corp., Southfield, MI, have provide equipment for Geographic Information

Systems. Entre Computers, a long-time college partner, has moved smoothly to on-site volunteering and field visits for the students. In all, some seventeen CEOs of major area businesses, including Lansing's Mayor, serve on the Blue Ribbon Advisory Council, lending their "names" and oversight expertise to the project. Each of the three programs has from four to twelve business and industry volunteers on their program council, each of whom has agreed to assist in fundraising, equipment donation, and, most importantly, workplace experience for the students. Each company has committed to provide tours, internships, and sometimes even summer jobs for STAR students.

STAR is the first initiative of its kind in the state of Michigan, and possibly, the nation Where other joint programs between high schools and community colleges rely on standard dual-enrollment agreements, STAR actively integrates a full college-level program with workplace experience and fits it carefully into the total learning experience of high school juniors and seniors.

STAR is also innovative in its curricular design. Learning is experience-centered, unlike traditional education at both the K-12 and college levels. It is driven by real-life problems and the application of the curriculum's skills to real-life solutions. For example, STAR students participate in cross-curricular project teams that engage in work that has real-world outcomes that cannot be neatly categorized into traditional subject areas.

The model is highly adaptable to other settings, requiring a strong commitment by all partners—K-12, two- and four-year institutions, and business and industry—to removing the traditional barriers to such a student-centered, career-focused opportunity. Potential challenges include school district financial support, cooperative recruitment across district lines, adequate foundation skills in math/science, parental involvement, business and industry buy-in, traditional academic "seat-time" requirements, transportation, site retro-fitting, and technology requirements, among others. None of these issues are obstacles, given a collaborative partnership committed to the goal, which was indeed the case for STAR. A strong partnership committed to the goal of student learning and career options can help a community meet these challenges creatively.

Outcomes after only one semester of operation are mostly in the area of increased partnership, strengthened understanding of the role of business and industry in shaping educational programs, and "spillover" enthusiasm about educational innovation and reform from the STAR back to the campus programs. Students who began the program have largely been retained and are some of the best recruitment tools imaginable. One instructor reported numerous comments from her computer networking students that if it weren't for the STAR, they wouldn't bother coming to school. Full-year grade and achievement information will not be available until late in the Spring.

In addition to new and stronger partnerships, the STAR has also led to some unexpected synergy. One of the industry partners is working with the college to develop a chemical technology lab on the community college campus to support the continued education of its potential employees. Other industry partners have been tapped to provide job shadowing and mentoring for several other programs under development at the community college. The community college, as a whole, is excited about and proud of STAR, both as a readily understandable outreach initiative and as a symptom of the college's recommitment to meeting the community's needs with creative and responsive solutions.

The STAR is a star for us at Lansing Community College.

Project 2002

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Attracting qualified workers to provide support and services for individuals who rely on daily assistance from others is a tremendous challenge for human service agencies. The current shortage of competent practitioners coupled with high turnover, low wages, sparse benefits, and insufficient education and employee development programs is alarming. Because projections for the growing need for qualified workers far outstrip the available pool, managers of human service agencies see a crisis looming.

A national effort to confront the status of human service workers is ongoing. The prevailing belief is that a multifaceted approach is needed to recruit and retain job seekers to human services. While raising wages and benefits is essential, there is a co-requisite of increasing the entry-level credentials of workers. One of the most promising recent developments is the publication of Community Support Skills Standards—nationally validated practice guidelines for direct support professionals who articulate the skills and knowledge workers need to be effective. Agency directors and educators are being challenged to find ways to collaborate on the effective utilization of the new standards. Our task in the community college is to devise ways to incorporate the skill standards into ongoing and new programming.

Project 2002, is an innovative strategy of Middlesex Community College (MCC) and a community partner, LifeLinks, to contribute to a solution to the human service workforce dilemma. LifeLinks, a comprehensive service agency located in Lowell, Massachusetts provides support for adults with developmental disabilities. Dissatisfied with disjointed and limited training, LifeLinks turned to MCC to educate employees instead. To ensure its capacity to achieve its mission of the highest quality service, LifeLinks has entered into an agreement with MCC to offer a 27-credit Certificate of Human Services (CHS) for employees who provide direct support to adults with disabilities. CHS is a unique certificate incorporating state mandated training and the Community Support Skills Standards into nine credit-bearing courses. The ambitious goal of the program is to certify all 150 LifeLinks direct service staff by the year 2002!

MCC faculty designed this certificate in consultation with LifeLinks' employees. The coursework replaces the multiple employee training, retains the essential core of knowledge found in other human service courses, and incorporates the prescriptions of the Community Support Skills Standards. There is an emphasis on making coursework relevant to daily tasks in direct support work and the classroom is used to build teamwork and mutual support. Other considerations include authentic assessments to measure learning and complete transferability into an Associate's Degree program.

Project 2002 courses are held twice-weekly in a seminar format with faculty experienced in integrating theory with practice. To ensure quality and student success, each applicant was required to take MCC's assessment tests in reading and writing. Ability to read at college-level and eligibility for college writing are prerequisites for entry into the certificate program.

LifeLinks support for Project 2002 includes full tuition, release time from work with pay to attend classes, and textbooks. Project 2002 students agree to forego a salary increase until the 11-month certificate is complete, remain employed by LifeLinks for at least 30 hours per week and to continue working for LifeLinks for at least one year after earning their certificate. Certificate graduates receive pay increases and are eligible for more authority and autonomy in their jobs.

MCC reduced LifeLinks per-employee cost considerably by negotiating a discounted business and industry rate for the coursework. MCC faculty collaborating on curriculum development were supported with institutional funds and MCC's foundation contributed financial support for students' textbooks. Project 2002 classes are held on campus, and each student receives an inscribed bookbag to mark their membership in the program. Project 2002 participants are registered as MCC students and have access to all college services and student benefits.

The first cohort of twenty employee/students began in September 1997 with 18 graduating in August 1998. The Massachusetts State Commissioner of Mental Retardation Services gave a keynote address to the audience. Seventy-five percent of the Project 2002 students continue to take classes towards an associate's degree at MCC. A second cohort group of twenty students entered the program in September 1998 and a third cohort is being recruited now. The success of the program has galvanized state interest and a number of other agencies and community colleges are now collaborating with MCC and Lifelinks on growing the initiative on a larger scale.

Project 2002 is innovative. It is the first effort in Massachusetts to incorporate the Community Support Skills Standards in a comprehensive workforce development certificate with academic credit. It is also the first time that a human service agency in our state has contracted with a community college to educate its entire entry-level workforce to this level of achievement.

Project 2002 is creative. Both MCC and LifeLinks have identified ways to reduce barriers and to build access through our partnership. MCC created a unique program of study incorporating essential training, lowered per-student costs through a negotiated service contract, and supported participating faculty with professional development stipends. LifeLinks eliminated the barrier of tuition, and contributes to their employees' time-management by maintaining their salaries while they attend classes. By making a commitment to educate its entire workforce, LifeLinks is raising the standards for direct support workers.

Project 2002 could be adopted/adapted by other colleges. The shrinking human service workforce is a national problem. Community colleges which currently offer human service coursework are likely to find interested agencies in their area with which to collaborate on a similar initiative. MCC is in the process of compiling its curriculum for dissemination and duplication by others.

Project 2002 can provide indications of success on campus. Through this collaboration, MCC is measuring an increase in enrollments and tuition; is assessing curricula designed to integrate theory with daily practice; is establishing Massachusetts community colleges in the forefront of human service workforce development; and is contributing to the professionalization of workers who serve society's most vulnerable populations.

Precision Partners: The CNC Alliance, Mazak Corporation, Texas Workforce Commission and North Harris College Computer Numeric Control Certificate Program

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In the world of precision manufacturing, manual machine tools of yesterday are being replaced with up-to-date Computer Numeric Controlled (CNC) machines. This technology requires a trained professional to program the computers that control the mills and lathes used in manufacturing. The problem? Employers often experience difficulty in hiring qualified Computer Numeric Control Programmers/Operators. Qualified CNC Programmers/Operators command high salaries, with entry-level wages as high as $30,000. Often employers must hire unskilled employees, requiring extensive and expensive on-the-job training, which slows company productivity.

This was the case in Houston, Texas in 1995. Employers such as Mazak, who is number 1 in CNC machine tool manufacturing in the US, Baker Hughes Inteq, Dresser Texsteam, Inc., Baker Oil Tools, Pathtrace Systems, and many other corporations began to discuss how they could address the shortage of skilled CNC Programmer/Operators. Convinced that they could hire several hundred CNC Programmer/Operators annually, they approached North Harris College (NHC) to discuss the development of a training partnership between employers and the local community college.

Initial meetings occurred, and with the collaboration and adventurous spirit typical of North Harris College, the CNC Alliance was born. Sixteen major companies came together to plan, develop, support, and implement a CNC Programmer/Operator Certificate for NHC.

Evidence for program support was demonstrated early in the process. When 73 manufacturing companies in the NHC service area were asked to complete a survey to determine labor market need for the program, 100 percent of the companies responded. Their need for professional CNC Programmer/Operators was overwhelming. However, developing and operating such a program would be expensive. How could the college afford the program when each CNC mill and lathe costs as much as $150,000.00? The CNC Alliance between North Harris College and Mazak Corporation was the answer.

The Alliance members responded with cash and in-kind donations to enable the start-up of the CNC Programmer/Operator certificate program. The Alliance donated nearly $70,000.00 in cash, supporting faculty salaries and start-up equipment, and over $1,100.000.00 in facilities, tools, instruments, books, and facility upgrades. The CNC Alliance was just beginning.

In order to prepare a qualified, competent workforce in support of the CNC machine tool industries, students must receive hands-on training with contemporary state-of-the-art equipment. However, precision machining equipment is very expensive, and equipment that is current today may be obsolete tomorrow. Mazak Corporation proposed a solution allowing students to have experiential training using state-of-the-art equipment at no cost to North Harris College.

Mazak proposed to place precision machining equipment in the laboratory facilities at North Harris College. Their proposal included rotating the equipment every semester, in order to give the students experience learning machining techniques on their newest product line. The college readily accepted this generous offer and currently houses new Mazak equipment on site, valued at hundreds of thousands of dollars.

Even with students training on Mazak equipment at North Harris College, the college and the Alliance felt that students would not receive the requisite real-world precision manufacturing experience without having the opportunity to train in an actual CNC facility. Members agreed that Mazak Southwest Regional Technology Center would provide the perfect setting for students to practice and synthesize their classroom and laboratory knowledge in a manufacturing environment. The partnership between Mazak and North Harris College resulted in one-third of the courses in the CNC Programmer/Operator Certificate being offered at the Mazak Technology Center, until such time as North Harris College's new Applied Technology building was constructed. Mazak further demonstrated its support to the college by releasing two of their own Mazak employees each semester to teach the CNC courses at the Mazak site. In return, the college placed the Mazak employees on staff and compensated them as adjunct faculty. Students continue to use Mazak and other industry sites to obtain workplace experience during the CNC practicum course.

The CNC Alliance and North Harris College had worked very hard to get to this point; however, an increase in the number of graduates was necessary to meet the workforce demand. Labor market analysis indicated a need for 210 new CNC Programmer/Operators each year for at least the next three years. This labor market demand meant that the program would need to double or triple its efforts in order to meet the industry needs. This would cost money.

Fortunately, competitive funding was available through the Skills Development Fund from the Texas Workforce Commission. North Harris College responded to a Request for Proposals and submitted a grant application. The award was sweet—$598,700.00 to further expand the already sturdy and growing CNC program. Texas Workforce Commission Skills Development Funds were used to hire full-time and part-time faculty members, lease additional facility space while waiting for North Harris College's new 50,000 square foot Applied Technology Center to be built, and purchase computers and equipment to teach the courses in the CNC certificate.

Today the CNC Programmer/Operator Certificate, which admitted its first student in the fall of 1996, has graduated over 80 students who are now employed in our area manufacturing companies. Many of the current students are also current employees of one of the companies in the Alliance. Upon graduation, students receive both a North Harris College certificate in CNC Programmer/Operator manufacturing, and are also professionally certified by Mazak as Programmer/Operators of their mills and lathes.

The CNC Alliance, Mazak, the Texas Workforce Commission, and North Harris College have demonstrated the value of partnerships which benefit students, community, business, and industries. The synergistic effects of concerned and motivated individuals coming together has permitted North Harris College to respond to industry needs and strengthen Houston's workforce development and economic competitiveness.

Early Childhood Fair, A Collaborative Project

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Northland Pioneer College in rural Northeastern Arizona serves Navajo and Apache counties, an area of approximately 21,000 square miles with an estimated population of 145,000. The Navajo, Hopi and White Mountain Apache Indian Reservations occupy more than forty percent of the total land in the college's service area. The college consists of four major campuses and six centers.

In the spring of 1984, a small group of early childhood educators began the White Mountain Association for the Education of Young Children, an affiliate to the National Association for the Education of Young Children, to bring early educators, child care providers and parents of young children together for a mini-training conference. The ultimate goal was to be able to provide training locally that would be reflective of the rich cultural diversity in Navajo County for educators, child care providers, and parents without their having to travel a great distance such as to Phoenix or Tucson, approximately 200 miles away.

As a result of planning by the initial group of early childhood providers the first Early Childhood Fair, held in September 1984, was attended by sixty-eight individuals. Conference participants were able to attend two of the eight training sessions scheduled for a registration fee of five dollars. The Northland Pioneer College Early Childhood Program Coordinator and College Child Development Associate (CDA) Advisor/associate faculty member were part of the first planning committee. Northland Pioneer College became a key collaborator of the conference in 1989, assuming primary coordinating responsibilities.

The Early Childhood Fair has become an annual, eagerly awaited educational experience with attendance at the spring 1998 conference reaching 415 individuals. The participants were able to choose four training workshop sessions to attend out of the thirty-nine offered. Sessions included a wide range of topics, such as: Puzzle Making, Infant/Toddler Care, Talking Socks, Boogie to the Beat, Outdoor Fun, Developmentally Appropriate Practices, What's New in Head Start?, Hands-on Science, Hands-on Math, Health and Safety Practices, Culturally Appropriate Materials, and Cultural Foods. In addition, there was an opening session, featuring a keynoter and also a closing session. Past keynoters have included a Native American author, storyteller and illustrator of children's books; Distinguished Elementary Principal of the Year; State Music Early Childhood Collaborative Director; and a Native American Superintendent of Schools who served on the State of Arizona Early Childhood Advisory Committee.

The registration fee is now twenty dollars, which includes college credit. An important feature of the Fair has been the recognition of nine Outstanding Early Educators/Child Care Providers from the two counties. Nominations come in from the field and those selected by a committee receive a plaque presented to them by the Northland Pioneer College Dean of Liberal Arts and the Vice President for Instructional Services.

Early Childhood supply distributors and local businesses have the opportunity to display age appropriate early childhood materials. Vendors and other contributors donate door prizes to add an extra touch. Local 4-H Club members and their families prepare, sell, and serve a Southwestern lunch.

Plans for the 15th Annual Fair in the spring of 1999 are for 500 participants. The keynote speaker will be the Board Secretary of the National Association for the Education of Young Children.

What began as a volunteer effort has developed into collaboration between Northland Pioneer College, the local AEYC Affiliate, Northland AEYC, and the Holbrook Unified School District. Another partnering agency is the Holbrook Head Start Center, whose staff prepares the conference packets. The Northland Pioneer College Early Childhood Development Program Chair serves as the Fair's Coordinator. All of the workshop presenters volunteer their time to plan for and present their workshop sessions. Some of the presenters are associate faculty for Northland Pioneer College, but most of them are from early childhood programs, health agencies, school districts, and other agencies serving children and families.

The Early Childhood Fair, celebrating the National Week of the Young Child, has become an excellent opportunity to bring the diversity of early childhood programs and settings and their staffs together for a common goal: to reach the early childhood community within the vast geographic area served by Northland Pioneer College. Participants have the opportunity to learn from each other, network, and celebrate their differences as well as similarities as they gain new training experiences to serve the young children in Apache and Navajo counties, including the three Indian Nations. Conference attendees have the opportunity to earn college credit to apply to their pursuit of a two year degree in early childhood, earn continuing credit for renewal of their nationally awarded CDA Credential and/or earn steps towards salary increases.

High School Partnership a Triumph: New Alternatives in Learning

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Forward-thinking educators have predicted that tomorrow's high school students will be studying alongside adult learners. In fulfillment of that prophecy, in the fall of 1997, Northland Pioneer College, in collaboration with the Holbrook Public School System, implemented an innovative program in alternative learning for at-risk high school students. Dubbed the Triumph Program, the in-house alternative learning center was offered to high school students who sought a change from a structured high school or who desired an accelerated schedule in order to graduate early.

Expanding Program

Triumph Program students were originally taught in a computer-assisted instructional lab, The Learning Cornerstone, and a regular high school classroom, both located on the Northland Pioneer College campus. Instruction was provided by two college and two high school instructors. This year the program has expanded to include extended classroom facilities and three NPC instructors who specialize in specific academic areas: reading, writing, and math. In The Learning Cornerstone, Triumph students work side-by-side with adult learners and are treated as regular college students. NPC provides up to six hours of basic skills classes to each Triumph student at no cost to the student. NPC also contributes campus-based modular classrooms that include utilities and custodial services. The Holbrook school district furnishes a teacher and an aide for instruction in high school courses, classroom furniture, and equipment. Students are held accountable to NPC policies and procedures when they are on the NPC campus and are expected to attend classes, be on time, and complete all coursework. The curriculum can be accelerated and highly challenging, demanding the best from the students enrolled in the alternative program. The Holbrook School Board has approved NPC course equivalencies for both core and elective courses at each grade level.

Building Tomorrow's College Students

Besides free textbooks and computer use, students are provided with academic advising support when enrolling in NPC courses. A high school student wishing to take pre-college level courses in the NPC classroom is tested and placed to encourage student success. The high school student benefits by receiving both high school and (non-transferable) college credit. A waiting list for admittance into the Triumph Program clearly demonstrates community need. A thumbs-up approval by Triumph Program students is reflected in an ever-growing student success rate, which was as high as 83 percent in spring 1998. High school graduates, encouraged by success, are often motivated to return to NPC as incoming college students.

Modeling For Success

Faculty members and fellow college students become role models for Triumph Program students. Students exposed to higher education are more apt to take advantage of its benefits. The growth of maturity, responsibility, and self-discipline is evident in our Triumph Program students. Building successful college students is what community colleges do best. The Triumph Program exemplifies that mission.

Workplace Learning Program Partnerships

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Pasco-Hernando Community College initiated a College-Wide Program titled, "Workplace Learning Program Partnerships" in January of 1997. The program consists of three major components: The Job Shadow Opportunity, the Job Post Database, and the Internship in Business Program. These partnerships were created, and implemented, with a focus on cooperative learning experiences among college administration/faculty, college students, and business partners in the community. Each program area has a unique structure involving the cooperative interaction of a business partner, a faculty member, and a student, with the underlying support of the Workplace Learning Office.

- The Job Shadow Opportunity program allows students to visit professional sites for four to eight hours. This opportunity gives students an overview of the work environment and an opportunity to explore specific job tasks that are performed in a work setting of their choice. This program is accessed directly or through incorporation in a specific college course.
- The Job Post Database provides a central database where students access information about current local and regional job openings in a particular area of interest. This database program is accessible from any lab computer on any main campus, and via a web site. It is updated frequently to give the students the most current information about the positions listed. Students may also enter a mini-resume for business partners to review.
- The Internship Program allows students to have a ninety-six hour (minimum) work experience in the community. This opportunity has an academic component to offer balance to the work site component of the program. The evaluation is based on a Learning Agreement: a triad of thirty (30) experiential and behavioral objectives cooperatively attained among the business supervisor, faculty supervisor, and the student.

The objectives of the new program were to:

1. Add meaningful work-based experiences to students' curriculum.
2. Enhance opportunities for students' networking in their field of interest.
3. Include business partners in the development of meaningful curriculum.
4. Enhance opportunities for student employment in Pasco and Hernando counties.
5. Offer opportunities for students to learn site-specific business skills.
6. Form a cooperative alignment between the college and the business community for the purpose of enhancement of curriculum.

These objectives have been achieved via one or more components of this program. Students confirm a commitment to a particular field of study, make network contacts, gain letters of reference, and receive job offers or promotions due to the job shadowing and internship opportunities. Along with viewing posted job openings, the Job Post Database offers opportunities for students to market their skills to area businesses by using the mini-resume program. In like manner, businesses may seek employees from a skilled student population by a selective search of the student mini-resume sector of the database.

The programs are marketed both internally at the College and externally to the business community. Internally, the Workplace Learning Coordinator advertises through the College newsletter, special student brochures, fliers, presentations to classes, announcements on the College information hot line, and student workshops. Workshops are mandatory for students who participate in the internship program, providing valuable training on resume writing, interviewing, and professionalism as well as giving specific steps for accessing the overall opportunities of the program. Additionally, the coordinator trains and provides materials for academic advisors who meet with many students throughout the year.

Externally, the Workplace Learning Coordinator provides news releases and personal success stories to the newsprint media, mails informational brochures to existing partners, and makes PowerPoint presentations and speeches to area

Rotary Clubs, Chambers of Commerce, manufacturer's associations, and various community organizations. Business partners also participate in a workshop at which they are given training for mentoring a student. With faculty assistance, they set up the individualized learning agreement, which forms the basis of the student's evaluation for the course grade. The Learning Agreement has thirty (30) points for evaluation: Workplace Skills (20 behavioral workplace skills), Work Site Skills (5 tasks unique to the business site), and Program Skills (5 academic/career exploration tasks).

Another interesting aspect of the partnership is the availability of library materials on reserve to augment the training and development of all participants. Each business partner is given the opportunity to acquire a PHCC library card for use of these and other materials. Many of the reserve materials offer excellent opportunities for staff development at each business partner site, which in turn assists the career development of the student intern.

Participants in the Workplace Learning Partnerships Program evaluate the specific experience, the overall effectiveness of the program, the effectiveness of workshops, handbooks, technical support, and the interaction with faculty and the Workplace Learning Office personnel. Formal evaluations address the effectiveness of program specifics. Informal use of personal interviews with supervising business partners, and a capstone meeting held at the end of each college term, assist in making positive program changes, and assuring the continued involvement of the business community.

This program is easily adaptable to other college environments. The basic structure is clearly stated in the brochures, and in handbooks for faculty, students, business partners, and the coordinator of the program. Evaluation forms are included as well as flow charts for each participant. Marketing strategies are simple and effective, building on existing relationships. Many Florida colleges have already requested materials for review and implementation within their own college programs. This program won the Florida Association of Community Colleges Excellence in Curriculum and Instruction Award for 1998.

We have found the strength of the entire program to be in the combination of independent activity, interaction with team members, and the underlying knowledge that the balance of the program is maintained by the team as a whole. The enthusiasm from all sectors has exceeded our expectations. Businesses especially like the unique structure involving cooperative interaction among participants. The program makes sure that the business partner is supported continuously yet unobtrusively. Due to the positive response and support, we are finding ways to expand and enhance existing programs, and to create additional new and innovative programs as well.

Collaborative Partnerships for Technical Interfacing

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Manufacturing Technology Institute of Richard J. Daley College, one of the City Colleges of Chicago is proud to submit its entry for the Exemplary Initiative Competition in the Partnerships and Linkages category. The Manufacturing Technology programs offered by the college are a classic example of collaborative partnerships between students, faculty, universities, high schools, community colleges, parents, community, and community based organizations. The mission of the program is to prepare entry level workforce for the manufacturing industry of Chicago; to provide continuing learning education opportunities for the existing workforce of Chicago; to provide manufacturing modernization services to the manufacturing companies of Chicago; and to provide a complete practice-based learning environment for the student base of Chicago. The program has won many national and international honors for developing partnerships and linkages to develop a complete educational system based on a mutually beneficial relationship with industry. As mentioned above the partnership and linkages include industries, high schools, universities, parents, students, community-based organizations (CBOs) and citizens of the community on participative management principles.

The first Manufacturing Technology (MT) program, established five years ago, was founded on a specified industrial need for trained multiple screw machine operators. Since then the expansion of programs to include gear training and maintenance mechanic emphases have also been developed based on industry need. The partnership between the college and manufacturing companies is indispensable and mutually beneficial. The programs have the support of more than 65 companies who hire the students enrolled in the programs as interns. As a result of this partnership, every student in the program undergoes an internship program which provides a valuable experiential learning experience for students. Consequently, students graduating from the program are not only current in theoretical knowledge but also have functional and practical skills. The industries benefit from students serving as a trained entry-level workforce and students benefit from applying their skills at the work place. They also learn an important lesson in business practices, teamwork, accountability, ethics, time and project management, and personal responsibility. The college is also active in seeking external funding from state and other resources to attract new companies into participating in work-based learning initiative.

The program has an active partnership with many four-year universities. This linkage allows students to pursue opportunities in higher education by establishing formal 2+2 agreements. Another advantage to this linkage is that the college is able to establish a pool of technical resources from professors at the above universities. This pool is then used to provide manufacturing modernization services to manufacturing partners of the college. The college, with the help of this resource pool, is able to act as a One-Stop Service-Provider for its industrial partners. The college has impacted the productivity of at least 50 companies by providing them with several modernization services. The industries value contributions made by the programs in workforce development and workplace training. The industries also serve on the program's advisory board. Their participation in curriculum development and reform is very significant. Their input provides a basis for the college to offer academic programs and industrial training services in direct response to the needs of the industrial sector. Industries also play an important role in delivering curriculum. To offer industry and real-life based curriculum many experts from manufacturing partners are contracted on many occasions to teach specialty classes to provide actual real life learning environment for students.

Linkage with approximately 19 high schools provides the other end of the 2+2 articulation agreement. 2+2+2 agreements provide a seamless school-to-school transfer for students enrolled in Daley's MT programs. A 2+2+2 program involving

Senn Metropolitan Academy, Daley College, and Illinois Institute of Technology (IIT) has already resulted in many students pursuing a BS degree in Manufacturing Technology Management. The students were provided with smooth transfer of credit and effective advising services to facilitate the transfer. Also, the students were given opportunity to work as interns through out their academic careers. The college has an active representation at the advisory boards of many high schools, which further enables the administrators to sequence the curriculum to ensure transferability of skills.

The MT programs are committed to even prepare academically disadvantaged high school students into being potential students, who are capable of pursuing opportunities in higher education. Innovative programs such as Bridge and Excel serve to address this unique need of preparing every high school students with specialized skills to become a productive part of the future workforce. The students are brought to the college campus and are provided with unique preparation skills to make them admissible to the manufacturing technology programs. Students are able to obtain dual credits from the community college while being at the high school.

Partnership with CBOs such as Chicago Manufacturing Center (CMC) puts the programs in working touch with more than 5000 industries in a six county region. The partnership thus formed creates a mutually beneficial working relationship for the involved entities. The college has so far impacted the overall productivity of more than 150 companies by providing manufacturing modernization services. The various services provided by the college, in partnership with CMC include assessment services, benchmarking services, workforce training, educational programs, technical assistance, and operations management.

The success of the program lies in the fact that the College is active in finding all solutions for the business community by collaborating with many entities. It perceives education as a service to the community and businesses. It values mutual participation of business and academia to create an educational learning environment for everyone. Its policies to accommodate students who are prepared and also the ones that need preparation and then work with all of them in preparing them the best manufacturing technicians makes it unique. The college is able to build a meaningful educational system by establishing partnerships. Its participation on articulation panels constituted by the state of Illinois is ensuring effective articulation policies for non-traditional students. The program has been tremendously successful and due to its relationship with industry, the students of the program are able to get employment at competitive rates after just completing one semester of technical courses.

The College has been able to positively impact the manufacturing base of Chicago by providing them with resources within the city to encourage them to continue their manufacturing operations within the city. The manufacturing technology programs have made a significant impact on the economic development of the region.

Creating Partnerships to Impact Workforce Shortages and Skill Needs

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Low unemployment and the demand for an increasingly skilled workforce have created challenges and opportunities for both businesses and institutions of higher education. In recognition of these circumstances the Rochester Community and Technical College (RCTC), through its Department of Continuing Education and Workforce Development, has developed partnerships with local businesses and private not-for-profit agencies in order to:

- meet the local and regional demand for information technology personnel.
- expand the work skills of incumbent employees; particularly in the manufacturing sector.
- provide training for people transitioning from welfare to work.

Information Technology Partnership

The AS/400 mid-range computing system is a global success story with over 455,000 systems installed internationally. The AS/400 is developed and manufactured at the IBM-Rochester site. Worldwide, more than 16,000,000 users sign on to AS/400 systems every day. Yet these businesses have experienced adverse effects because the AS/400 product line lacks strong support systems including operators, programmers, and analysts. In 1997, RCTC and five business partners recognized that one of the major reasons for the shortage of trained and skilled AS/400—Information Technology personnel was the lack of college courses/degrees offered for this specialty area. A College-Business partnership was formed with four major objectives focusing upon resolving both the short and long-term need for trained IT personnel. The four objectives were to: (1) provide AS/400 workshops and mini-courses to upgrade the knowledge and skills of incumbent IT staff of regional businesses, (2) develop and offer a one-year Advanced Certificate program in the AS/400 System Operations at RCTC, (3) create a two-year A.A.S. degree in AS/400 System Operations at RCTC, and (4) provide paid internships with the five business partners. All of the above objectives have been accomplished and the programs are now in the second year of operation. Finally, IBM has created an AS/400 University and has designated RCTC as the only educational partner in this endeavor. RCTC and its partners are now developing curriculum for the delivery of AS/400 courses via Interactive Television and Website. The business partners have provided matching funds of more than $500,000 (equipment and personnel time) to assure a sound base for these new programs.

Business Partners: IBM-Rochester, PACE Financial, Showcase Corporation, Metafile Information Systems and IBM Mid-America Federal Credit Union.

Linking Organizations: Rochester Area Chamber of Commerce Rochester Area Economic Development, Inc., and Job Training Center/Private Industry Council.

Training Incumbent Employees

Manufacturing businesses in the Rochester, Minnesota region have found that the tight labor market has impeded their business. Businesses are now hiring employees who lack many of the requisite skills to perform quality work in a timely manner. And, of course, turnover rates are very high for many businesses. In 1998, RCTC and four local manufacturing businesses formed a college-business partnership to address the training needs of the incumbent workforce. RCTC developed a grant proposal to provide the necessary funding to train more than 500 employees of the four businesses. The grant was approved and the project has been initiated. The four businesses are paying the salaries of the employees while they are being trained. The total salary (match) costs for the businesses will exceed $500,000. RCTC staffs are providing training on-site for all three shifts for the four businesses. The training courses include: math and measurement, quality assurance, supervision, computer skills (basic and advanced), health and safety, and blueprint reading.

Business Partners: Gauthier. Inc. (manufactures smaller and mid-sized sheet metal parts, stampings, and medical products), Crenlo. Inc. (production of cabs for off-highway vehicles, enclosures for applications including electronic, telecommunications and electrical), Schmidt Printing, Inc. (specializes in web [continuous roll] printing. Product lines are magazine insert cards, direct mail letters and brochures, catalogs, and others), and PEMSTAR, Inc. (Specializes in contract manufacturing and engineering services).

Transitioning Welfare-to-Work

The State of Minnesota recently enacted its own program requiring that persons receiving public assistance enter the workforce. The majority of these individuals have expressed a desire to find a job but they lacked even the basic work skills. RCTC again joined with four local businesses, local government and private not-for-profit agencies to launch a program of training and placement for these individuals. RCTC developed a grant proposal, which was approved, and is serving as the coordinator of the project. The local Job Training Center prepares the candidates for placement with one of the manufacturing businesses. RCTC then assists the client in obtaining employment and provides an individualized educational plan (on-site) to assure success on the job. The businesses pay the salaries of the clients once they are on-site even though they are in a training status for three months. The training provides work readiness language training for those who need ESL training and assistance.

Concluding Comments

RCTC has found that business and industry is very willing to join in partnerships that are beneficial to employees and educational institutions as well as themselves. The current partnerships have obviously been beneficial to RCTC in terms of strengthening programs and openings channels of communication with business leaders. RCTC has successfully developed curriculum that has been customized to meet the specific needs of each of the partners participating in the incumbent training grant. All of the above are projects that can be transferred to other communities and campuses.

Forging Community College-Private College Partnerships For International Students

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Community Colleges have become more and more interested in internationalizing their campuses. "Community" is now the world and not just a state-defined district encompassing a few hundred thousand people. Like many other community colleges in Illinois, Rock Valley College joined with sister institutions to create the Illinois Consortium for International Studies and Programs (ICISP) in an effort to pool limited community college resources and, initially, limited experience on the international front. ICISP served Rock Valley well. Through its various programs our students (liberal arts transfer and vocational) have had study abroad opportunities in several different countries; the programs vary from semester-length stays to two-week cultural exchanges to concentrated summer study. Faculty at ICISP schools have been hosted by educational colleagues in the U.K. and Holland, and have, in return, hosted those educators. Curriculum development activities have enabled faculty to learn more about Asia, Africa and East Asia through workshops and conferences run by subject matter experts. In all, ICISP has fostered a collaborative approach to internationalizing our campus.

In one arena, however, Rock Valley's individual efforts and those in conjunction with ICISP had not born fruit—that is, attracting international students to our attractive but somewhat remote college. International students, not as numerous in recent years because of strong competition from countries like Australia and because of economic and political difficulties in their home lands, are not immediately attracted to a two-year Midwestern community which can offer no campus housing. If Rock Valley was to attract students to its campus, it needed new partners. These it found in two neighboring four-year private colleges: Rockford College (Rockford, Illinois) and Beloit College (Beloit, Wisconsin).

Meeting among the three colleges surfaced the joint interest in working to secure international students who would be attracted to the very large pool of offerings from the three institutions (some two hundred fifty different classes each semester). Initially, the variety of course offerings seems to make each school an equally contributing partner. In fact, the partnership proved more valuable when it became clear that each partner could provide important components to the effort to attract international students that other partners could not.

Rock Valley provided the first potential partner abroad: Hogeschool's-Hertogenbosch, a four-year college of higher professional education (HBO) in the Netherlands. RVC had made contact with this institution during a fact-finding visit to Holland several years ago. It had an all-English semester in International Business that would be interesting to students at the three American Colleges, and, more importantly, it was looking for international sites for its students to study and do internships/job placements. Rock Valley could provide desirable lower division classes which introduced Dutch students to America; Rockford College and Beloit College would provide upper division study in business, management, marketing and economics for the year-three Dutch who would be studying with us.

Hogeschool's-Hertogenbosch and the three American partners agreed to "keep it simple": tuition for Dutch students at the three American colleges would be waived, and the American partners would be entitled to send the same number of students "tuition"-free at the Hogeschool. This arrangement made study at Rockford College and Beloit College possible for the Dutch students, who were accustomed to paying virtually no costs for their post-secondary education and who, as one colleague expressed it, had "sticker shock" when they saw American private college tuition charges.

Partners Beloit College and Rockford College provided housing opportunities in their dormitories, as well as meal plans. All three institutions had ESL and ESL-like opportunities for the Dutch (though in practice the bi- and tri-lingual Dutch students have had excellent English speaking and writing skills). Rockford College and Beloit College both have significant numbers of international students on their campus, and both have good support services for these students.

Rock Valley College had limited F-1 visa writing experience, but both Rockford College and Beloit had well-established procedures for issuing this visa. Because the Dutch students were also interested in job placements while attending the "RBRVC Consortium," as the partnership was called (The Rockford-Beloit-Rock-Valley College Consortium), we needed the ability to issue J-1 visas also. This Beloit was qualified to do. Rock Valley College contributed the administrative leadership in communicating with the Dutch partner institution, creating schedules, and issuing a single final grade report.

The Partners encountered its first and, to date, only impasse when the two-mile distance between Rockford College and Rock Valley College, and the 15-mile distance between these partners and Beloit College, became one that mass transit solutions could not address. We had no way to get the visiting Dutch students to and from our three colleges. Rock Valley College therefore offered to "hold" a Dutch-purchased automobile in the College's name, adding it to our college fleet of vehicles and thereby also gaining significantly reduced insurance rates. The small compact vehicle is maintained by the Rock Valley College Automotive program, and is issued to visiting Dutch students at whatever charge is determined by the Dutch Hogeschool. Maintenance, license fees, insurance, and other expenses are billed back to the Hogeschool, and when no Dutch students are present, Rock Valley College "rents" the vehicle from the Hogeschool whenever it is needed. Most importantly, the Dutch exchange students can easily navigate among the Partner colleges.

The Partnership established among Rockford College, Beloit College, and Rock Valley College, and Hogeschool's-Hertogenbosch is exemplary in that it pools the best strengths of each institution into a virtual "super college" which has significant appeal to international students. Currently, the partnership is moving this spring to begin exchange activities with Warrington Collegiate Institute in Warrington, England; currently, discussion have begun to have Beloit and Rockford Colleges' international recruiting trips also represent Rock Valley College and the unique programs only it can offer to international students.

Through flexible and growing cooperation, the Partnership should be able to help all three American institutions achieve more internationally diverse campuses in the future.

Building Partnerships for Delivering Basic Skills for Business and Industry

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Through partnerships with business, industry, and government, community colleges have become the core component for creating high quality, cost-effective cognitive and interpersonal job related skills enhancement. One such partnership was developed by Dr. Roberta Panish at Rockland Community College, in conjunction with Wyeth-Ayerst Pharmaceutical Company. The goal of this project is to aid Wyeth-Ayerst in its quest to remain competitive as a major national research and production company. The company recognizes that the quality and productivity of its workforce is key to remaining competitive, and is committed to improving its current/future workforce. To achieve this goal, SUNY Rockland has designed a Basic Skills Enhancement Program. The objectives of this program are the following:

- Assess potential hirees' and current employees' reading and math skills levels to determine whether their reading and math skills match Wyeth-Ayerst's minimum standards for employment: reading skills at a 10th grade level and math skills at an 8th grade level.
- Raise the reading skills of 85 percent of those employees who test below the reading standard.
- Raise the math skills of 85 percent of those employees who test below the math standard.
- Reduce employee production errors that result from low level reading and/or math skills by 20 percent after the satisfactory completion of the program.
- Provide hourly employees with an opportunity to change classification.
- Enhance employees' quality of life (personally and professionally).

The Plan

Phase I entails the assessment of reading and math skills for all potential hirees. The testing is done on main campus by appointment. Results are reported via telephone within 24 hours and memo at the end of each week. Phase II consists of Assessment Preparation Workshops offered to current hourly employees who sign up on a voluntary basis. In addition to the Assessment Preparation Workshops, Wyeth-Ayerst has requested Math/Reading Overviews for employees who may be able to achieve a satisfactory test performance with a two-hour review. Administration of the assessment tests in reading and math for all employees at the company site completes Phase II Telephone hours were instituted to provide test results to employees in a confidential as well as timely fashion. Weekly advisement hours to counsel employees to determine appropriate remediation will begin prior to Phase III. Phase III offers basic skills enhancement for current hourly employees based upon the test results and individual needs. The remediation can take the form of distance learning courses in reading for those who need to improve their reading skills, or distance learning courses in math for those who need to improve their math skills. Small group instruction is available for those who need to improve both reading and math skills. Special arrangements will be made where individual tutoring is indicated to meet employees' needs.

The Process

The selection of an assessment tool is the next step in the process. A well-constructed and nationally respected test is crucial because participating employees are from different job levels, and possess different job skills. Another factor is the number of employees to be tested; this number will reach over 1,000. Taking these factors into consideration, we selected the *Tests of Basic Education* (TABE).

The needs assessment was completed in Fall 1997 and testing of 1,000 current hourly employees began. Testing of most of these employees will be completed by the year 2,000. Test Prep sessions began in October 1998 and were completed in December 1998.

Four more detailed Reading/Math Overview sessions were designed and will be presented in February 1999. Skill enhancement courses in reading and math will begin as employees are being counseled in February. Phases II and III, testing and remediating current employees, are scheduled to be complied in January 2001. Phase I, testing of potential employees, will continue each year, ensuring the reading/math skill competency of Wyeth-Ayerst employees will remain at the appropriate levels.

Byron Martin Advanced Technology Center

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Initiative

The Byron Martin Advanced Technology Center (ATC) is an innovative educational venture involving the Lubbock Independent School District, South Plains College, and a number of community partners. The center is designed to deliver cooperative technical education programs to support the development of a skilled technical workforce for the Lubbock-South Plains region.

In today's global economy, economic competitiveness is closely linked to a quality workforce. A region's ability to attract and retain business and industry is increasingly dependent upon having a skilled workforce available and ready to work.

The ATC's varied programs focus on the student and seek to provide an educational environment that fosters learning, skills development, and an appreciation for work and life. The goal of the center is to introduce students to advanced technologies through a seamless curriculum that begins on the high school level and progresses toward a college associate degree.

Lubbock ISD offers a full curriculum of technology courses designed to introduce students to the latest technologies in electronics, automotive technology, computer information systems, multimedia design, desktop publishing, machinist trades, metalworking, and welding. South Plains College offers college level technical education courses that encompass electronics automotive technology, computer information systems, machinist trades, business and office technology, real estate, and electrical utilities technology. In-house career guidance, counseling, library, and tutoring services support the center's instructional efforts.

In addition, the ATC also serves the training needs of non-traditional students and workers who need to upgrade job skills or retrain for new jobs through an extensive continuing education program. The facility enables all project partners to collaborate to provide rapid response training to attract new business and industry and customized job training to support and retain existing businesses.

The ATC is strategically located between the major business districts of Lubbock and is easily accessible to I-27 and Loop 289 thoroughfares. The facility houses more than 80,000 square feet of instructional space which features eight high-tech computer classrooms with internet access, a multimedia distance-education classroom with two-way interactive TV and satellite downlink capabilities, a multimedia tiered conference room, and a multimedia instructional support library with access to online services. Additionally, the ATC houses 38 offices, 10 instructional classrooms with multimedia capabilities, a rapid response training area, millwork lab, metals lab, electronics lab, and automotive technology lab. State of the art equipment in all instructional areas provides students with "high-tech, high-touch" instruction and hands-on application of skills.

The ATC exists because Lubbock educational, city, and community leaders embraced a vision to pool collective resources to establish an educational center, which will educate and train a versatile and skilled individual for the workforce and the community. The center serves as a model program, which will result in more services to the community, opportunity for seamless education programs, unity of education vision and creative responses to present and future economic development challenges.

Financial Project Partners

- Lubbock Independent School District
- South Plains College
- Citizens of Lubbock Bond Election
- Market Lubbock, Inc.
- South Plains Tech Prep Consortium
- Texas State Legislature
- Federal Economic Development Administration
- C. H. Foundation
- Industrial Foundation of the Lubbock Chamber of Commerce
- Private donations from businesses and organization

Adoptive Qualities

Numerous colleges and ISDs have toured the BMATC. To our knowledge, two other colleges are already actively pursuing such innovative and creative partnerships with their ISDs and community members. Each is being customized to the local job market, but the concept is the same: house high school and community college together to provide a more seamless curriculum. Include workforce development to further support the economic development of the region.

Indications of Success

- Established a sustainable structure for governance, administration, and advisement for a cooperative educational and training organization for a skilled local workforce.
- Established multiple financial resources and alliances to finance and operate the facility under sound organizational and contractual arrangements.
- Total number of students enrolled in technical programs in the fall and spring of 1997-98 in the ATC for LISD was 369. Enrollment for the 1998/99 school year jumped to 512 students, a 38 percent increase.
- Total number of students enrolled in credit courses in the fall of 1997 attending SPC was 626, and spring enrollments grew to 716, an increase of 14 percent. Total number of SPC students enrolled in credit courses in the fall of 1998 and spring 1999 was 754 and 796, respectively. This is a growth of 27 percent from the first to second year of operation.
- Articulation agreements between LISD and SPC include classes in accounting, office technology, computer information systems, microcomputing, electronics, machinist trades, management, and automotive technology .
- Dual credit is offered in electronics.
- Continuing Education and Workforce Development (CEWD) business increased dramatically with the signing of two training contracts with AT&T/Convergys, a new teleservices business that relocated to Lubbock. SPC was a major factor in their relocation in spring 1997, and the training contracts continued throughout 1997, and 1998. CEWD enrollment reached 2, 277 for the first year of operation at the ATC. This is due in large part to a dedicated business and industry computer lab and two training rooms. Business and Industry contracts were made with AT&T, Convergys, Cotton Services, Inc., Farmers' Insurance Group and the Lubbock County Community Corrections Facility, to name a few.
- In April 1997 the ATC was presented the *Headliner Award* from the Association of Women in Communications. This award is given to local entities that have influenced the media in a positive way for Lubbock.
- The Lubbock Industrial Foundation created a local matching grant challenge that resulted in approximately $70,000.

Summary

The ATC is a model of collaboration designed to provide the South Plains with an educated and trained workforce. The return on the taxpayers' investment is evident from the lack of duplication of effort and services, the increasing enrollments, and the number of community partners involved in the project. We believe, as we have heard stated, the ATC is the jewel in the crown of Lubbock.

Achieving the Competitive Edge Through Quality Training

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This program demonstrates how education, business, and government can work cooperatively to successfully train workers.

In the early 1990's John Deere Company developed a plan based on their vested interest in the success of their suppliers in terms of continuous improvement. Recognizing that Deere's continued position in the worldwide marketplace required similar changes for their supply base, initiatives were taken throughout the supplier organization to optimize supplier efficiencies to assist quality, delivery and value to customers. Deere & Company Supply Management chose the following strategic direction for supplier development:

- Suppliers represent a significant part of Deere's manufacturing resources.
- Training programs are integral to continuous improvement.
- Well trained, flexible workforces ensure the overall competitiveness of Deere products.

As a result John Deere Company applied for and received a grant award from the Illinois Department of Commerce and Community Affairs of approximately $800,000 to train employees of John Deere suppliers based in Illinois.

The objective of the training program was to teach employees of John Deere suppliers new skills that would enhance the quality, productivity, and profitability of their respective companies.

Due to the enormity of the project, John Deere Company sought to outsource the skill-based training components. They chose the Illinois Community College System to provide the needed training. Triton College's Employee Development Institute became part of the project in 1992, and began providing skill-based training in 1993 to John Deere Company suppliers. This has been a successful and on-going partnership.

In order to obtain the level of support and commitment needed for a successful project, top management from John Deere Company suppliers are invited to an annual meeting to discuss the benefits of involvement. These meetings also provide a forum to network with other preferred suppliers and educational providers. Triton College has always had a presence at these meetings. After these kick-off meetings, Triton College's Employee Development Institute meets with suppliers located in our district to conduct training needs analyses. We report back to John Deere Company, and then initiate all arrangements to provide the courses.

The course offerings are practical and focused and fit in well with the continuous improvement programs currently operating at the supplier companies.

Training classes conducted over the years include: Project Management, Blueprint Reading, Geometric Dimensioning & Tolerancing, Machine Shop, MS Word, Windows 95, Excel, Trade Math, Team Building, Statistical Process Control, TQM, ISO9000, Team Effectiveness, Computer Literacy, and Computer Numerical Control.

Beginning in 1993, classes have been held at either the supplier's location or on Triton's campus. If a company is small, Triton works with their John Deere Company preferred suppliers to complete a full class. Employees in these training programs also have the opportunity to network with other suppliers to gain knowledge about each company's products. Each year new topics/course offerings have been added in response to suggestions from participants.

Another benefit is the low cost, high quality training received. John Deere Company subsidizes 50 percent of the cost of training, allowing their preferred suppliers a substantial savings on the total cost of training.

These programs have enhanced the quality and productivity of many of the companies that are John Deere suppliers.

Since the project's inception, Triton College's Employee Development Institute has conducted more than 40 classes for 350 employees at 8 John Deere supplier companies.

Based on the successful response to this program, Triton will be continuing this effort as long as needed.

Celebrating Partnerships

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For the past seven years, on the National Community Education Day, Triton College attracts representatives from various sectors of the western suburbs to the annual Celebrating Partnerships Conference. This event, sponsored by the Office of Community Education, brings schools, businesses and community together to recognize and support working relationships and to identify community needs and resources.

The conference goal is to promote Community Education as a movement of people working together for the betterment of the community. Community Education involves the sharing of resources among community organizations to maximize services and to minimize costs. Celebrating Partnerships gives participants the opportunity to learn about successful partnership programs throughout the state, and to network with students and leaders from educational institutions, business, government and community.

This event, in which members of the community come together to celebrate, is truly an example of community partnerships. The Celebrating Partnerships Planning Committee includes Triton College representatives (students, faculty, mid-managers, support staff, and administrators) and representatives from the following organizations: Gottlieb Memorial Hospital, Village of Oak Park Housing Program, Proviso Township High Schools, Operation Uplift Inc., ProCare Centers, and the Bellwood Police Department. In addition to the planning committee, an

Executive Board provides input and advice. Members include a bank president and two vice-presidents, the Illinois State Treasurer, a representative for the Des Plaines Valley Region Education-to-Careers Partnership, a Triton College trustee, the presiding judge of the Fourth Municipal District of the Cook County Courts, and a community relations representative with the Village of Oak Park.

Each year the Governor of Illinois, mayors and village presidents, join this partnership proclaiming Community Education Day in the state of Illinois and in the Triton College communities. The conference has been sponsored by the business sector and by various departments of Triton College.

Community involvement is a key factor in community enhancement. Therefore, in conjunction with this event the committee recognizes returning adult students for their work with their community. A full and a partial Celebrating Partnerships scholarship to Triton College facilitate the access to higher education to community volunteers.

The program format starts with a continental breakfast followed by welcoming remarks by the Triton College president. A series of breakout sessions follows, including presentations on successful partnership programs such as: gang intervention strategies, partnerships among health-care providers, child-care initiatives, and environmental issues. Successful partnerships between schools and banks are highlighted, such as the Des Plaines Valley Region Education-to-Careers, Chicago Youth Foundation Partnership, the Summer Bridge Program, and Bank at School program. This last program uses partnerships between grammar schools, high schools, colleges, financial institutions and the Illinois State Treasurer's Office to teach students the importance of good money management and saving.

Community Education is an on-going collaboration of the many community components. This conference provides opportunities for all concerned individuals to identify needs, and to locate and use available community resources. At the 1998 conference a presentation on "Grandparents Raising Grandchildren" was made available for those interested in learning about support groups for people dealing with legal, social and other issues involved when grandparents raise grandchildren. Representatives from the business sector, with the assistance of facilitators, had the opportunity to discuss issues of customer service and deflating workplace violence in the workplace.

The conference showcases different programs each year, thus, provides different organizations the opportunity to interact with the community. It also serves as resource for educators and representatives from businesses, health-care organizations, and community agencies. Participants also have the opportunity to view exhibits such as: American Airlines, Triton College Flower Shop, and Midwest Center for Advanced Technology, Suburban Primary Health Care Council, Triton College Archives and Community History and many more.

Throughout the years, key community leaders have been invited to present the keynote address during the luncheon session. Presentation themes are suggested by previous year's conference attendees and by members of the executive board and the conference planning committee. These topics are based on the fundamental principles of community education which are to preserve and maintain a just and sustainable society through: using existing community structures as a vital link to address community revitalization and development; understanding, accepting, valuing, celebrating diversity; empowering individual self-actualization through lifelong learning; improving the quality of life for all ages within the community; and working to ensure that distribution of services and resources is accomplished in a fair and equitable manner.

This event is made possible because of the collaboration between the various areas of the college under the leadership of the Division of Corporate and Community Education, and community sectors. Outside sponsors include American Airlines, Banco Popular, Highland Community Bank, Northern Trust Bank and the Triton College Foundation.

The Celebrating Partnerships Conference is a wonderful example of a community partnership, where members of the community come together, not only to identify needs and resources, but more importantly to celebrate and to recognize organizations and individuals for their work with the community.

Des Plaines Valley Region Partnership Gets A+

Triton College
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Contact Person: Melvin A. Butts

Nationwide the computer industry is experiencing a severe shortage of trained computer repair technicians. At Triton College the A+ Certification, dual credit program for high school students, is helping to alleviate the problem in the Triton service area. The program was developed by Triton College in partnership and collaboration with its six public school districts comprising eight high schools in Triton's DesPlaines Valley Region (DVR). The school districts are separate and distinct with different policies, funding and governing boards. However, in working with the school districts collectively, the Triton Electronics Technology Department faculty decided on sequencing three regular college courses that would comprise the program. Two of the major objectives of the dual credit program were to: (1) prepare DVR students as PC technicians and (2) prepare them for the industry standard A+ Certification Examination.

During the spring semester 1997, counselors from each DVR high school informed students and their parents about the dual credit program and distributed promotional materials prepared by Triton College. Additionally, electronics faculty members from Triton made presentations to students at the high schools. This was followed by the Triton College math and reading placement tests being administered to juniors interested in the program. Seventeen students who passed the placement tests had a record of good attendance and conduct and were recommended by their school were admitted into the program. One evening in May 1997, these students, their parents, teachers and high school counselors were given an orientation to the program by the instructor in the electronics classroom on campus. The students entered the program in the fall, and as a class, took the first two sequenced courses, PC Maintenance (ELT 201) followed by Microcomputer Peripherals (ELT 205). Classes met daily between 2:00 p.m. and 4:45 p.m., a time period when labs on campus have the highest availability rate. Students arranged for their transportation to and from the campus. During the spring semester 1998, the students took the final of the three courses, Advanced PC Maintenance (ELT 210) which met three afternoons a week. This allowed the students two, weekday afternoons for working in the field, doing internships or participating in a co-op project. Fifteen of the original seventeen students in the pilot successfully completed all three courses. They received both high school and twelve college credits for the courses.

Follow-up surveys revealed that six students arranged to take the A+ Certification Examination at their own expense with five passing. Also, ten of the pilot group entered Triton College as freshmen in the fall 1998. Significantly, five members of the pilot group are employed as full-time PC technicians with salaries ranging up to $25,000 a year. Two others from the original group are part-time PC technicians.

The project was replicated with twenty-two students during the 1998-99 school year. To reinforce practical applicability to real-world career success, Triton College has arranged for this entire class to be given the A+ Certification Examination in May 1999 at no cost to the students. The success of the A+ Certification two-year pilot project has resulted in the DVR high schools requesting that Triton develop and offer five more similarly packaged programs beginning school year 1999-2000.

The DVR Partnership specifically requested programs in Air Conditioning & Refrigeration; Culinary Arts; Criminal Justice Administration; Construction Technology and Automotive Technology. The courses which comprise each program have been determined and planning is in the final stages. As with the A+Certification Program, the high schools will pay most, if not all of the costs for tuition, fees and books depending on the particular district. Follow-up assessments will be made of each program to track the affects on student achievement in terms of their post-secondary education, fields of study and employability.

This innovative education-to-careers type program has been beneficial to participating students, the DVR school districts as well as Triton College. The model is adoptable and adaptable to other community colleges particularly in the occupational and career disciplines. Continual planning and dialog are essential between the college and the school districts collectively as well as individually in order for a comparable project to be successful.

Focus on the Future: Middle School Today—College Tomorrow

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Valencia Community College is a large multi-campus institution serving Florida's Orange and Osceola counties. The Osceola Campus serves its namesake county. It is a rapidly expanding campus and is the only public institution of higher learning in Osceola County. As such, it bears a special responsibility to become a vibrant resource for its community. The community donated land for this new campus, has seen beautiful buildings rise from the dirt and has high expectations for what Valencia Community College will bring to the community. Osceola Campus has taken unusually aggressive steps to make sure that these expectations are met. Faculty, administrators and staff have forged alliances in the spheres of business, culture, and wellness. One program that has been particularly successful in promoting the general initiative of making sure that the community and campus are bound together in links forged of mutual self interest and respect is known as *Focus on the Future: Middle School Today—College Tomorrow.*

Most articulation efforts concentrate on local high schools. This is understandable with the prevailing obsession on judging community colleges on the percentage of local high school seniors they can enroll. However, middle schools are often ignored. This is unfortunate on several levels:

- Research shows that students make significant and enduring choices about college before the age of fourteen.
- Middle school curricula develop skills that are essential to a successful transition to college life. For example, Florida high schools do not generally teach reading comprehension or sentence skills. High school seniors rely on the skills they learned in middle school to master a wide array of college placement tests.
- Middle school faculty often report a sense of distance and alienation from the high school colleagues. The gulf of understanding between themselves and their college colleagues is even greater.
- Middle school faculty have a lot to teach their college colleagues. All the hot topics in college teaching have been widely explored in middle school settings. When it comes to mastering active learning, accommodating different learning styles, or outcome-based curriculum design,. middle school faculty are accomplished practitioners rather than stumbling theorists.
- Middle schools are vital in promoting community well being. The community college needs to be a valued partner and resource for middle schools.

With all of this in mind, Valencia's Osceola Campus decided to create a new partnership with Osceola County middle schools entitled *Focus on the Future: Middle School Today—College Tomorrow*. The intent of this partnership was not only to recruit students, but also to form a symbiotic relationship wherein each type of institution can better fulfill their missions. The first task involved forming a task force that included Valencia faculty and administrators with middle school faculty and administrators. This task force came up with a set of recommendations that became a blue print for an action plan. Elements of *Focus on the Future's* action plan include the following:

Faculty to Faculty Exchange

Regular meetings between Valencia and middle school faculty are being held. These meetings are very open with only one real agenda items. This is "What Do You Want to Know?"

This simple question has prompted lively exchanges on a variety of topics. The most popular topics have been:

- What do middle school students need to do now to proceed directly to college-level work upon high school graduation?
- What is the testing environment at the college level?
- What teaching techniques are working at both the middle school and college level?
- What resources can both systems deploy to help each other?

Student to Student Exchange

Middle School Today—College Tomorrow has helped bridge the gap between middle school and college students in the following ways:

- Middle school students have visited campus and attended functions in the Atrium and science labs.
- College students are volunteering in the reading enhancement program at local middle schools.
- Osceola Campus will play host to a play that dramatizes the kind of life choices that will help make college part of a young adolescent's future.

Service to Service Exchange

Osceola County middle schools and Osceola Campus have begun the process of sharing human and material resources. These beginnings include:

- A highly successful agreement to use a neighboring middle school as a venue for night classes. This arrangement has proven to be unique insofar as it has generated goodwill rather than animosity.
- The recruitment of local middle school teachers to teach college courses.
- The use of college faculty as guest speakers, science fair judges, history fair judges, and volunteer coordinators.

Focus on the Future: Middle School Today—College Tomorrow has proved highly successful in creating a sense of partnership and linkage with a vital community constituency. It is creative and innovative, but it could be adopted or adapted by other colleges. Most important, it is demonstrably successful. This success can be demonstrated by responses to an evaluation instrument, the high level of participation in the program, and the scope and duration of the partnerships engendered by this project.

SECTION IV

EXEMPLARY INITIATIVES IN CHANGING THE CAMPUS CLIMATE AND CULTURE

PROGRAM AWARD WINNER

Changing the Campus Climate and Culture With Quality Curriculum Infusion

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The Quality Curriculum Infusion project at Fayetteville Technical Community College has successfully engaged in an ongoing five-year effort to enhance the *campus climate and culture* through professional development for faculty and partnerships with local schools and businesses. The foundation for this project was laid during its first year when 24 faculty—drawn from the technical, math, science, social science, English, and health fields—participated in an 11-week course on *Critical Thinking Skills*. Concurrently these instructors divided into four teams during the fall to create "infusion (i.e., cross disciplinary) activities" that would be tested in classrooms during the spring. The leaders for four teams—besides coordinating efforts of each team and meeting to set goals—acted as liaisons with eight high schools to lend expertise, share findings to strengthen curriculum infusion activities, participate in collaborative workshops, provide tours, and design training in the use of technology.

During the fall of the second year, 24 team members met weekly for a course on *Technology in the Classroom* focusing on technologies used in classroom instruction. Team members learned how to use a multimedia cart, PowerPoint software, and the Internet as well as a Distance Learning Classroom. The teams continued working to create infusion activities by identifying methods for integrating practice and theory in at least four courses—two technical and two general education. The goal was to develop ways to incorporate technology in the classroom while continuing to emphasize critical thinking skills, collaborative learning, and active learning-based pedagogy.

During year three, the teams pursued a two-pronged "Getting to Know You" approach by, on the one hand, arranging for faculty to participate in off-campus tours of businesses—and, at the same time, arranging for faculty from different disciplines to tour campus technical departments. This provided a foundation for continuing infusion activities and refining those from previous years. In fact, year three combined successes from the earlier years and promoted good communication within the college. Faculty members were also able to observe "real-world" applications of learning and what our students will need to do in order to be successful in the world of work.

During the fourth year, four QCI "facilitators" were designated to work within their departments to share previous accomplishments and to build on that foundation. They focused on workforce concepts within the disciplines of math, science, English, and social science while continuing to work with technical faculty to enhance relationships that had been established earlier in the project. Within their separate departments the facilitators coordinated mini-workshops, sharing sessions, evaluation of earlier infusion activities, exploration of technology in the classroom, and tours of businesses. Each facilitator served as a liaison with one high school. They also developed a "user friendly" catalog of updated infusion activities.

In tandem with the QCI project, and complementing it in dramatic ways, FTCC has dedicated itself to innovative approaches to adapting technology for educational purposes. In the last several months the College has succeeded in providing a desktop computer for every instructor which in turn has fostered the development of on-line courses to the point where 33 faculty members are teaching 45 Internet classes.

This year ongoing tours of businesses continue to acquaint faculty with the world-of-work that their students will soon be entering. The project facilitators also brought a panel of business leaders on campus for a symposium entitled "Workforce 2000: Employers Speak Out." In addition, a Quality Curriculum Infusion Advisory Committee composed of faculty, the majority of whom were former team members, was established this fall. All members volunteered to meet with the four facilitators every two months to evaluate activities and suggest future direction. Peer review is essential to a quality initiative.

The facilitators have added a new feature that combines the integral components of curriculum infusion. A QCI website has been developed and is linked from FTCC's Virtual Campus homepage. Radically improving the campus culture, this technology has afforded a vehicle to disseminate infusion activities and projects for use by FTCC faculty as well as interested faculty nationwide. A link to Cumberland County Schools offers an accessible and time-efficient base for communication between area public school and community college teachers. As it develops, this site will be used for sharing ideas, accessing activities, exchanging syllabi, planning infusion activities and tours—and, in general, establishing an information pipeline between Cumberland County Schools, local businesses, and FTCC. This means of sharing ideas enhances the intellectual climate at FTCC, and in Cumberland County at large.

A business link also provides for an open dialogue between local businesses and FTCC. This dialogue helps to insure students are well equipped to enter the job market both locally and worldwide. The website will allow the facilitators to post information about those occasions when we plan to invite management from local businesses to FTCC to address both students and faculty, or when we arrange tours at local business sites. The overall goal is for students and faculty to gain a better understanding of what is required in today's changing job market.

The QCI Infusion project's ongoing contribution to positive change in the academic culture at FTCC is significant and noteworthy. In the beginning, the QCI Infusion project participants aimed to change the FTCC campus climate by first educating themselves (and, through their work, all faculty) in the areas of critical thinking skills and advanced technology, while simultaneously bringing faculty together to work on cross disciplinary infusion activities. Five years later, the work of the QCI Infusion project has evolved to the point where these original infusion activities—in an expanded, refined form—are now available on the new QCI website. The website also serves as a central exchange point in ongoing efforts to promote active learning-based pedagogy, to arrange faculty tours of local businesses, and to organize professional development activities.

HONORABLE MENTION

Liability? Or Gifts and Blessings?

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When confronted (more than nine years ago) with how Chemeketa Community College would be impacted by computer-mediated instruction, we acknowledged all the liabilities asserted by critics but considered ways to accommodate the liabilities and turn them into assets. At first the challenge of bringing instructional and non-instructional teams together to offer an online class proved somewhat divisive—never before had a technician been given more authority than an instructor had over how a class would be designed because of technological limitations. Yet over the years, this integration of minds actually helped us reconsider how we work as a team, how what was set in motion would alter working relationships, and provide an avenue for creating shifts in existing paradigms. It is these paradigm shifts that have lead to an innovative approach to how our college addresses computer-mediated instruction.

Paradigm Shift	**Impact**
#1 A discipline-centered instructional team	Until two years ago, technical training had been seen as a responsibility of information technology staff, those in business tech, or those in computer science. Technical training is now in the hands of a novice, discipline-centered instructional team. This team of two from the Humanities/Communications Department lacked a high level of technical expertise and technical skills but was rich in teaching experience. In order to accommodate their absence from their program, the college Vice-President funded two additional replacement positions within the program.
#2 Vision-centered goal setting	Whereas training had often been designed by typical assessment of needs and then by designing of resources, this team set about envisioning what a college's online offerings would look like if they were responsive to the gifts of technology. This goal setting began with questions such as how to infuse technology into classrooms, and how to assess issues of identity, community, information and communication within electronic learning.
#3 Invited Participation	Whereas skills training is often mandated by an institution which identifies the scope and sequence of skills, and produces many people with the same skills and knowledge, this team increases the skill base through invited participation.

Paradigm Shift	**Impact**
#4 From Expert to those with newly acquired skills	Whereas many approaches to training rely on the expert with a specific depth of knowledge, this model relies on those with newly emerging skills. They become the teachers of others. The belief that *each one can show one is* now an effective training strategy.
#5 Separate and autonomous governance	Whereas all other instructional areas operate within the organizational structure of the college, this team has no defined projects to complete, no direct supervision, and are autonomous in setting goals. This lack of structured governance has allowed more of an organic process to evolve that demystifies technology, respects the knowledge of the instructional staff, and creates a learning-by-doing atmosphere across our campus.

The results of these paradigm shifts have produced positive outcomes and have engaged instructional staff's participation in online learning. This instructional-driven skill development is now blended into organizational training that has been developed by the instructional team and would be relevant to other institutions:

- Online Summer Institutes '97 and '98: Instructors participate in a three-week online and lab experience where they learn to understand the new culture of a virtual environment where the issues of identity, security, community, information, and communication are redefined.
- Constructing your Technology Portfolio: Term-by-term training that allows staff to enhance their understanding about technology and how it relates to the way they need to rethink the classroom. Sessions labeled 2x4 or 2x6 present training topics such as designing a webpage, posting a webpage to a faculty server, using WebBoard as communications software, etc.
- Online Showcases: One day each week during a specific term, instructors new to online teaching showcase their courses to college staff and discuss what pedagogical and design issues they confronted as they prepared their class.
- Tea and Technology: This informal session has been successful both on and off campus. Participants eat cookies and drink tea while they actively participate in one or more of four training sessions that are conducted simultaneously.
- Online Handbook: Staff can easily access an online handbook that includes a broad base of information related to computer-mediated instruction.

Marilyn Connor and Marcia Suter, who make up the instructional team, have made learning to use technology fun, whether in the traditional classroom or in the distance education classroom. They have melded sound instruction technique with joy and lightheartedness. Technology is not something to be dreaded on our campus, but something to enhance and bring pleasure to our lives.

Some other outcomes of this project include:

- Rapid growth in the number of faculty developing distance education/online courses and using technology in the classroom. We now have over 138 credit courses developed with many more under development.
- Training opportunity options to meet the needs of our entire faculty. We know that faculty have different ways they prefer to learn and implement their new skills and this training team has provided varied choices to meet these needs.
- Effective, easy communication links have been established among faculty, administration, and technical support staff.
- Support systems are in place for all interested faculty. This includes web based discussion areas, monthly cohort group breakfast meetings, and ongoing training sessions.
- Development of individual, program, and department assessments on the use of technology and its impact in each unique situation.
- Creation of a statewide model.

Chemeketa Community College is considered a leader in distance education. Much of this is due to support from our administration and the dedication and efforts of our instructional design team. We value the collaborative effort of Marilyn Connor and Marcia Suter and the college-wide success they bring to our campus. Our investment in them has produced handsome returns.

HONORABLE MENTION

Lining People Up for Success: The New Faculty Institute
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Contact Person: DeRionne P. Pollard

Similar to many community colleges across the nation, within the next 10 years the College of Lake County will retire approximately 50 percent of its full-time faculty. This development is the result of massive retirements within the College community. To prepare for this exodus of seasoned faculty members, a formative assessment project was conducted to provide key stakeholders with information regarding the professional development needs of new faculty and to assess how well the institution is responding to those needs. The New Faculty Institute, a two-part professional development initiative, is the result of those efforts. Recognizing the diverse backgrounds and experiences of new faculty members, the mission of the Institute is to provide professional development support to new faculty by introducing them to the College and the teaching profession, and to strengthen the teaching skills of the new faculty.

The Assessment Project

There were four research questions in the assessment project: What are the experiences of and expectations for new faculty at the College of Lake County? What are the professional development needs of new faculty? What institutional initiatives hinder or help the professional development of new faculty? What recommendations would stakeholders offer for new faculty development? A responsive qualitative evaluation model was utilized. All new faculty in their second and third year of employment at the institution, three of six division deans, the Assistant Vice President and Vice President for Educational Affairs, and the President were interviewed for the assessment project. The evaluator, the Professional Growth Coordinator for the College, reviewed the data looking for common themes and issues. The results were startling:

- While new faculty generally find the College a welcoming environment, most describe a need for more guidance from their colleagues and administrative supervisors. In particular, new faculty indicated a need for professional development activities directly related to teaching and learning.
- Because the College has a seasoned faculty, new faculty members and educational affairs administrators believed that many in the College community have forgotten what it feels like to be a new faculty member. Hence, new faculty desired a more thorough introduction to the College community and a more in-depth description of what was expected of them from their first day through tenure.
- New faculty members described their experiences at CLC as fragmented, challenging, lonely, and uncertain. Most indicated a strong desire for more structured interactions among new faculty.

The comments indicated that new faculty members' professional development needs were not being met.

While the report offered broad recommendations affecting multiple stakeholders within the College community, the Professional Growth Coordinator accepted the following challenges to enhance faculty development for new faculty members at the College of Lake County:

- Establish an intensive, three-day orientation for all new faculty prior to the regularly scheduled Fall Staff Development Week.
- Provide a one-course release for new faculty members and require new faculty to participate in a one-semester weekly professional development seminar.

The New Faculty Institute

Mission – Recognizing the diverse backgrounds and experiences of new faculty members, the mission of the Institute is to provide professional development support to new faculty by introducing them to the College and the teaching profession, and to strengthen the teaching skills of the new faculty.

New Faculty Orientation

Because a new campus culture requires purposeful interactions combined with practical information, the Orientation is designed to provide new faculty members with pieces of essential information necessary to successfully begin their integration into the institution. The Orientation serves as a precursor to the 16-week New Faculty Seminar required of new faculty during their first semester at the College of Lake County.

	Day 1	Day 2	Day 3
Morning (9-12 PM)	Educational Affairs • Board Policy 302 (Role of Faculty) • Professional Growth Center • Forms and Paperwork • Assessment of Student Learning • Illinois Articulation Agreement	Campus Safety Student Development • Dean's Office • Student Activities • Counseling • In-Touch Office • Academic Advising • Health Center	Divisional Orientation (All day)
Lunch (12-1 PM)	Lunch with President, Vice President and Assistant Vice President for Educational Affairs, and Deans • Governance Structure	Lunch with Dean and Area Coordinators	
Afternoon (1-4 PM)	Faculty Senate Faculty Union Human Resources Orientation (2-5 PM)	Learning Resource Center • Computer System • Resources • Math and Writing Center • Disabled Student Services • Tutoring	
Evening (5:30 PM)		Dinner with Professional Growth Commission and new faculty members	Reception for New faculty and Spouses/Significant Others, sponsored by President and Vice President for Educational Affairs

Additional events during regular Staff Development Week

- New Faculty Reception
- New Faculty Computer Training(MS Word 97, MS Outlook)
- Tour of Campuses

New Faculty Seminar

The Seminar was designed to assist new faculty in the very important task of learning their new College environment while encouraging the development of their instructional delivery to improve student academic achievement. This course introduced or involved participants in the continuing debate over how to improve the quality of undergraduate education by focusing on four specific units: students, classroom management and pedagogy, curriculum, and community college mission and history. Finally, the seminar assisted participants in practicing critically reflective teaching. Critically reflective teaching happens when faculty identify and scrutinize the assumptions that under-gird how they work by viewing their practice from multiple perspectives. Drawing from Tools for Teaching (1993), participants focused on four clusters and how those cluster are interrelated: organizing and explaining material in ways appropriate to students' abilities; creating an environment for learning; helping students become autonomous, self-regulated invested learners; and reflecting on and evaluating their teaching.

The New Faculty Institute was an overwhelming success. Participants evaluated the New Faculty Institute as instrumental to their acclimation to the College, and often spoke of their connectedness to their colleagues and departments. The words of one new faculty participant captures the spirit of this initiative and speaks to its success: "I was empowered and challenged, and I never felt alone."

SECTION IV PROGRAM ENTRIES

International Student Achievement Award

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Contact Person: Tamara Felden

Internationalizing our campus and our community is part of our stated mission as an educational institution. To accomplish this goal, we must strive to provide opportunities for positive, structured interaction between our local and our international populations. Ideally, a program will present a win-win opportunity for all involved. The International Student Achievement Award is such a program.

Several major factors beyond the control of an educational institution influence the lives of international students in the United States. Those factors include the student's family situation, ability to finance study in the U.S., and academic performance. While institutions may be able to provide support in some areas, for example by providing extensive tutoring services to help with academic performance, our influence is very limited. An area that we can influence, however, is the social acclimatization of a new student through good support programs that develop the international student's cultural awareness of his/her new environment. Our success in this endeavor provides us with a strong international population that helps to internationalize our campus and our community.

Black Hawk College enrolls a steadily increasing number of international students from around the world in a wide variety of programs. In preparation for academic programs at Black Hawk College as well as studies beyond the Associate's degree elsewhere, most international students initially enter the intensive English as a Second Language program. While full-time ESL study rapidly improves the student's language skills and advances him/her toward academic or vocational study, it does initially place the new student in an environment almost exclusively populated by other international students. If we can help the student expand that experience by establishing a strong base in the community, both within and outside of the institution, all other aspects of his/her life will be strengthened as well.

Black Hawk College works to accomplish this through the service component of the International Student Achievement Award, which gives students the opportunity for structured interaction with members of our community. The International Achievement Award provides a three credit hour tuition waiver to international students in exchange for 30 clock hours per semester of community work on behalf of the college. The intent of this program is twofold: to give international students an opportunity to exercise their "expert role" in a setting outside of class and to provide our local population with opportunities to meet members of other countries and cultures.

The experience of adult learners of another language typically is one where an intelligent, experienced, and articulate person suddenly is unable to express ideas, thoughts, and expert knowledge adequately. This struggle is unavoidable but is also psychologically stifling. The intent in placing students in service situations is to provide additional social contact for the student as well as give the student an opportunity to share his/her knowledge. The student enters a setting in which he/she can be acknowledged as an intelligent and interesting adult, in spite of limited language skills.

When assigning students to community work, we take into account their expertise and interests. Assignments are made on or off campus, depending on the student's own wishes, language ability, gregariousness, and level of daring in regard to new experiences. During their first semester here, we often assign students to a department on campus, ranging from mathematics to theatre, computer art to marketing, and more. Our international students have—among other projects—re-organized our music library, created artwork, graded mathematics papers, and visited area high schools together with recruiters. They are a permanent presence in many of our departments and programs. Many groups or individuals with whom international students work are not associated with the college and therefore substantially broaden the new international student's range of contact. Such off-campus sites include the Boys & Girls Club, the Martin Luther King Jr. Center, and the YMCA. We are in the process of developing additional volunteer opportunities with the local chapter of the Red Cross and other charitable organizations in the community. Students regularly report excellent experiences and the response to their presence is highly enthusiastic. It is not unusual for friendships to develop which last long beyond the completion of the student's service assignment.

Aside from an important socialization experience for our international students, such an assignment gives us the satisfaction of facilitating what is often the first contact between members of the community and individuals from abroad. While we enjoy a rather diverse immigrant population in the Illinois and Iowa Quad Cities, local students do not find it easy to make contact with students from foreign countries. Much of this reluctance is caused by cultural differences, but also by the delineation of social, economic, and ethnic groups. In other words, a local student or resident needs a tangible reason to interact with an individual from abroad. Similarly, the international student requires a framework for interaction, at least initially. The contact established through the service component of the International Student Achievement Award provides such a reference point. Once initial contact is established, the individuals involved can be trusted to develop constructive relationships and positive cultural learning takes place for all. Such cultural learning is part of our mission to internationalize our institution and community.

The Personal and Academic Support Services (P.A.S.S.) Center

Bronx Community College
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Overview

The Bronx Community College (BCC) Personal and Academic Support Services (P.A.S.S.) Center conducts the federally funded Student Support Services Program that facilitates the academic progress of 550 students. In addition to assisting students in developing learning and success skills, the Center addresses social problems that impact on academic performance. Students are tracked and monitored to insure their success.

Innovation and Creativity

The goal of the Center's program is to enable first generation college students to successfully adjust to the college environment and to graduate and/or transfer to a four-year institution. The philosophy of the Center is that confidence and self-reliance are essential qualities in the quest for higher education. All students are encouraged to develop independence in the use of resources at the P.A.S.S. Center as well as in other locations across the campus. This unique program provides support services in a space that is centrally located on BCC's campus. A unique feature of the program is the fact that all resource services are located in one location, thus enabling students in "one stop" to access tutoring, counseling and supplemental learning activities.

Services in the Center are provided in a number of modalities. Small group and individual tutoring sessions are provided in twenty-five subject areas. Students who commit themselves to at least one session—55 minutes—once a week have on the average been able to increase their grade point average by one level. The success of the peer tutoring portion of the program can be attributed to the fact that all tutors are screened and certified by chairpersons of each academic department. Students with at least a B average in a subject area are required to pass a written examination, and further to participate in a ten-hour tutor-training seminar. These peer tutors are taught to identify learning styles, to recognize learning diversity, and to develop trouble-shooting techniques and approaches.

Personal crisis can inhibit the learning process. Consequently, students who experience such crisis are referred to professional counselors located in the Center. Counseling sessions are designed to help students handle stressful issues that could prevent them from graduating. Examples of issues that confront our students are housing, financial aid, food stamps, child and family abuse.

Other services provided to students who enroll in the P.A.S.S. Center program include: 1) specialized learning services for students with learning handicaps, 2) support services for students who have English as a Second Language, 3) transfer counseling services with academic advising and transfer information, and 4) mentoring freshmen students by upperclassmen. Additionally, in order to broaden personal experiences, participants are taken on tours of four-year institutions, and they are also taken to cultural events in the New York City area. Students are encouraged to participate in program sponsored workshops entitled "How to improve study skills," "Learn to be a self-advocate," and "How to get assistance through Networking."

Adaptation by Other Colleges

The simplicity of the program's organization and services makes it easy for adaptation by other colleges. Active support of the college's administration and faculty contributes immensely to the success of the Student Support Services program. Therefore, gaining administrative support is a first step for college's interested in designing a program of this nature. They then must identify professionally trained staff who would be committed to ensuring that first generation college participants could experience an intense yet supportive learning experience. No special training in terms of professional staff is needed; however a clear understanding of the needs of first generation college students is imperative. Enthusiasm and high expectations are cornerstones of the success of a program of this nature.

Space allocation is important. Offices for the professional staff and ample space for individual and small group tutoring sessions require attention and commitment from a college's administration. At BCC, we recognize the success of the PASS Center is in large measure due to the fact that all services are available in one location. This factor seems imperative to the success of the program. Finally, at least three computers are needed—for intake, for the secretary and for tracking and monitoring students.

Indication of Success on Campus

The P.A.S.S. Center has a record unsurpassed by other campus programs. The retention rate for students in the program is eighty-seven percent, and students tend to graduate with a grade point average of 2.5 or better. Program participants also graduate at least three semesters earlier than the national average for community college students. In 1997-98, seventy-five program graduates received six of eight campus awards and twenty-three of eighty academic department awards at the College's June Honors Convocation and Commencement. The 1998 Salutatorian was a program participant, and twenty-five program graduates received full academic scholarships to attend four-year institutions. It is clear that this intense program for first generation college students impacts upon the success of its participants. The P.A.S.S. Center has a waiting list that attests to the campus' recognition of the program as a center of excellence.

In 1998, the BCC P.A.S.S. Center program was ranked nationally among the top ten percent. The U. S. Department of Education awarded the success of the program by adding an additional year of funding, five years instead of four, at a funding level of $1.5 million dollars.

Associate Dean Intern Program

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Butler County Community College exists to develop responsible and involved lifelong learners and to contribute to the vitality of the communities it serves. Innovative and effective academic, occupational, and technical programs witness that the institution prioritizes student-centered learning as a guiding principle. However, the institution recognizes that the ongoing personal growth and development of all employees, especially those who directly engage students, is essential to the fulfillment of its mission. Because BCCC constantly seeks to unify and improve its professional community, it recently posed an important question: "In what innovative ways can BCCC address the professional development of faculty members?"

BCCC formed an effective answer in the context of rapid change by establishing its Intern Associate Dean Program. Some faculty members had requested opportunities for administrative service in anticipation of career moves to higher education administration while others had voiced a desire to increase their functional knowledge of the institution. In addition, population growth and trends, increased competition from other academic institutions and the business sector, and technological developments are resituating the institution in its South Central Kansas service area and in higher education, in general. Proposed changes in the governance of higher education also lie before the Kansas legislature. College administrators thus saw clear advantages in establishing an Intern Associate Dean Program, chiefly professional development along two pathways, and through the placement of interns in strategic locations, rapid institutional response to change.

Through acceptance into the program, faculty members from a variety of disciplines gain administrative experience and institutional insight while retaining their faculty contracts. The terms of appointment are one year. In one case, two faculty members elected to share the same internship and teach half time although the program design allows for release from instruction. Adjunct faculty members are hired to carry interns' teaching loads, but the relatively brief internship does not radically affect academic department balance or administration. At the largest BCCC site, for instance, two Intern Associate Deans participate in the scheduling of classes; the planning and conducting of faculty inservice; the recruitment, interviewing, hiring, supervision, and evaluation of adjunct faculty members; the mediation of student and faculty disputes; the purchase and distribution of academic texts and supplies; the supervision of maintenance; and the development of relationships with the civic groups and other educational entities. The Intern Associate Deans at this location are responsible for adjuncts in a number of academic areas outside their own. This arrangement is designed to increase their knowledge of how disciplines function. The interns do not supervise or evaluate full-time faculty members, but serve as liaisons to those faculty members' academic deans. Interns do not supervise staff members, but team with them to complete adjunct faculty projects. Three unique evaluation instruments provide other site and system administrators, staff, and adjunct and full-time faculty a means to rate and comment on the impact of the program.

Response to the Intern Associate Dean Program has been highly favorable despite early skepticism. Interns have offered evidence of distinct benefits. Those with the goal of entering higher education administration cite the opportunity to acquire knowledge and insight and field test theories and skills. They feel intern experience is a significant resume item. Interns committed to doctoral programs have had opportunities to earn academic credit for their experiences, and interns committed to retaining their faculty positions have tended to perceive their places in an educational community rather than a hierarchy. Both types of interns have developed greater understanding of community colleges. Site administrators have reported enhanced relationships between faculty, staff, and administration through better overall communication and, more specifically, appreciation of the needs of unique audiences. Site and system administrators report they have frequently learned more about faculty perspectives on personal levels. Staff have commented on the efficacy of "getting to know" the intern deans and instructing them in business matters. Other faculty members appreciate associate deans' insight into administrative processes and routines.

Not only has the Intern Associate Dean Program at Butler County Community College improved campus climate and culture, it has strengthened faculty members and the institution within the changing context of higher education. It has helped one community continue to serve others. For more information on the BCCC program, please contact Susan Bradley or Susan Pfeifer.

From Teaching to Learning: A Quiet Revolution

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With the advent of a new president in November, 1996, Central Florida Community College began the perilous journey of transformation from a teaching to a learning culture. A disciple of servant leadership, Dr. Dassance convened a "vision" committee which led to an institution-wide convocation where all employees contributed ideas defining a learning college. After group break-out brainstorming sessions, representatives from each presented their flipchart notes of important elements to include. Months of discussion and refinement resulted in a one sentence vision statement that members of this institution embraced: "Energetic, purposeful, creative, Central Florida Community College promotes learning in an open, caring, inclusive environment which encourages individual and community development inspired by shared values of integrity, service, responsibility and dignity." That statement and a new mission statement began the revolution.

A concurrent development was the establishment of a Teaching and Learning steering committee with faculty representatives from various content areas. This group proposed a Teaching and Learning Institute, an organization, reporting directly to the president, which would reflect the learning college ideals and vision. In its first full year of operation, 1997-98, the TLI established and awarded instructional mini-grants for proposals dedicated to advancement of student learning. One mini-grant proposed acquisition of a series of films on pain management for nursing students and inclusion of the topic in course curricula. Another project teamed students in three different disciplines to establish a computerized climate control system for the greenhouse classes. In its first year, the TLI also set up a small office with a part-time faculty coordinator to oversee award of professional development funds for faculty participation in conferences and other professional growth activities. In addition, the TLI began a professional journal written by faculty which provides a forum for ideas on teaching interviews with colleagues, abstracts of successful mini-grants, and humorous and reflective views on learning. The TLI also sponsored a 4 day cooperative learning summer workshop for local faculty, instructors from other colleges, and district high school teachers, a total of 40 participants focused on improving student learning, who formed collegial bonds in the process.

As the TLI Steering Committee wrestled with difficult issues like "how do people learn," "how do we know learning is taking place," another transformational idea was initiated by the president and the committee: the convening of faculty focus groups in spring, 1998 to discuss these concepts. With the permission of AAHE, reprints of two articles on learning theory and the paradigm shift published in the Bulletin were distributed to all faculty along with an invitation to one of ten faculty discussion sessions held over a three month period with the President, the Vice President for Instruction and the TLI Coordinator. These meetings were important in establishing face to face dialogue with instructors, and the "open environment" espoused in the vision statement. In addition, the meetings (optional but attended by over 90 percent of full-time faculty) revealed a number of problems, ranging from attention to classroom necessities (chalk issues) to an institutional need for establishing shared outcomes expected of students.

Participants came to know each other better and, after publication of a summation of the focus meetings, formulated a plan to resolve issues and move forward in the journey to a learning college.

A major concern that emerged from these dialogues was lack of time for faculty to do more of the things they knew they should be doing. As a result, a task force on faculty roles and responsibilities was formed, with six faculty representatives, (and the VP for Instruction and TLI Coordinator as support), to define faculty responsibilities in a learning college. Formed in November of 1998, that group continues to meet, reports on its progress to the faculty and the president, and will make recommendations to the institution and the Board of Trustees.

Another important outgrowth of the faculty focus groups and a TLI Steering Committee retreat was the resolve to provide more services for all faculty—full-time and adjunct. To that end, a physical Teaching/Learning Center was proposed that would provide facilities and resources for training in instructional technology as well as non-tech teaching strategies. This initiative was approved and a TLC established in fall, 1998, in the administration building to break down barriers and bring faculty into what had previously been viewed as alien territory (promoting a "caring, inclusive environment..."). The Center is staffed by the Coordinator, a staff assistant, two faculty on reassigned time equal to 10 hours a week, and two part-time student assistants. Facilities include a suite containing a mini-lab with eight computer stations, a quiet "creature comforts" room with tea, a professional library for browsing and check-out, couches and easy chairs for discussions and workshops; a conference room for meetings; and office space for the coordinator and assistants. To publicize the services, the TLC held a weeklong series of open houses in which everyone—faculty, staff and administrators-could sample workshops at special times, tour, feast on refreshments, and enjoy conversations with colleagues. That open house week set the tone. Any time during the day, and up to 7:00 p.m. twice a week, people congregate in the TLC—chatting, reading magazines and sipping cappuccino, meeting for workshops or committee gatherings, checking out laptops and video projectors for classroom presentations. Supported by a TL mini-grant, the EMT program recently held a day-long workshop for adjuncts on student learning, which involved TLC personnel and included a demonstration of TLC services. Over 45 workshops have been offered through the TLC this fall and spring, ranging from PowerPoint instruction to lecture techniques that involve students, with approximately 170 participants thus far from all employee groups. The TLI also coordinates college-wide professional development days, has facilitated articulation visits between the college and feeder high schools on remediation issues, and recently initiated a Teaching/Learning/Technology/Roundtable discussion.

The Teaching/Learning Institute has accomplished all this without incentive or reward system other than the intrinsic one that motivates caring professionals. How has the TLI changed the campus climate and culture? Asking questions and searching for answers through any of these scenarios—focus groups, workshops, journal, mini-grants, center—the TLI has engaged the faculty and the institutional family in actualizing the learning vision of this college.

The Diversity Celebration

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In May 1998 several people at CCC discussed the need to highlight cultural diversity, and invited members of the campus community to brainstorm a way to do that. We started with about 20 members of faculty, staff and administrators who met over the summer to plan what came to be known as the Diversity Celebration. The group and our ideas grew, and by October, we hosted a 3-day event, which involved over 300 campus and community members as presenters and greeters. Virtually everyone on campus participated in the activities. The event brought together two college campuses, 12 community agencies, and the mayors of 3 cities.

We began by writing a Statement of Intent for the celebration, our vision, which served as our guide, and by which we ultimately measured the event's success: "Clinton Community College has an obligation to prepare students to function effectively in a global community. Since this global community is not homogeneous, students must be made keenly aware that they will work and live in a world of enormous diversity, and the College must provide them with opportunities to develop an understanding about, sensitivity to, and appreciation of diversity.

"Furthermore, as an educational institution, the College can not ignore the background and perspectives of its students and must attempt to promote teaching practices and a campus climate which benefit and ensure the success of all of its learners. In order to address these meaningful components of the College's mission, the Diversity Celebration has been established.

"This project will be a campus-wide focus on the value diversity holds for the individual and for the community. Throughout the fall 1998 semester, instructors will be encouraged to incorporate the theme of diversity into the content of their courses. This will be an inclusive effort to seek ways to incorporate the theme into already-established course topics, rather than an intrusive attempt to make the content fit the theme.

"Between October 26th and October 28th, students may showcase their work, while activities, discussion groups, and forums will be offered campus-wide, leading up to a Diversity Conference on Tuesday, October 27th and Wednesday, October 28th. The conference will fulfill the diversity component of CSS650 [College Success Seminar] classes, and those students will be required to participate in conference activities as a field trip assignment. However, the day and its activities, speakers, and presentations are open to the entire College community as participants and/or presenters."

In August and September, we worked to involve as many people as possible. Agencies in the community whose missions involved some form of cultural, physical, or psychological diversity were invited to present. Novels for a Diversity Book Group series were chosen. Faculty and student groups were asked to present forums and seminars. The campus food service planned several "meals from around the world." The Chair of Plattsburgh State University's Center for Diversity was asked to give our keynote address. Community leaders from three cities agreed to announce their Triangle of Excellence for the first time at our Celebration.

The original plan for two days had to be expanded to three as the participation and support grew. The planning phase alone was a tremendous community-builder. When we were finally ready to put together a program, we found we had 4 or 5 sessions at each hour, and four on-going exhibits.

We announced the Diversity Celebration in all sections of the College Success Seminar, a total of 338 students. Those students chose the sessions they wished to attend, and then registration opened to the rest of the college community. At that time, faculty received a newsletter called "Resources, Activities and Approaches" which offered tips for incorporating diversity themes into their coursework. Reading groups were announced, and the novels *(A Yellow Raft on Blue Water, Rubyfruit Jungle, No-No Boy, Night, The House on Mango Street, Clover,* and *Autobiography of a Face)* were available in the bookstore.

Four events began before the Celebration. A "Travel Treasure Gallery" in which anyone could display special objects they had acquired in their travels. Education students prepared a poster display entitled "Teaching our Children about Diversity." Two Diversity World Maps were hung for everyone to place pins indicating their place of origin and a place they had traveled. Finally, a photography exhibit was hung, which depicted a community project involving the elderly and animal companionship.

The sessions fell into several categories. Community agencies presented seminars on issues of physical, psychological and developmental disabilities, the elderly, gay/lesbian lifestyles, sign language, and religious freedom. Sessions regarding diversity in the arts included Middle Eastern dance, international music, dance as a form of communication, Tai Chi, a gospel chorus, and a satirical theatrical performance about stereotyping.

In addition, faculty presentations were widely varied. A philosophy presentation focused on how culture affects thinking and learning. Sociology classes had panel discussions on hatred and racism. Some played Modified Monopoly where players are assigned race and socioeconomic class, playing with unequal rules. Another class presented their research on women's lives in 25 countries. A science-oriented session addressed the sociological dilemmas of bioengineering. Another faculty member led a discussion of dating practices and interracial dating.

Student-led workshops included a discussion by the International Club about how our campus could become more culturally diverse. The Native American Club demonstrated traditional native games and sports. Another group led a discussion about being students of color on a predominately white campus.

The keynote address was given to a packed house, with the local news media in attendance. During the gathering, the Presidents of Clinton Community College and Plattsburgh State University pledged to work together to make diversity an on-going educational goal. Officials from three cities, Plattsburgh, Burlington, Vermont, and St. Jean sur Richleau, Quebec, announced the Triangle of Excellence, an initiative to promote cultural and artistic collaborations and the sharing of economic and environmental resources.

The Diversity Celebration was one of the most exhilarating, inspiring events ever held on our campus. Plans are already underway to hold another event next fall.

Dynamics of Diversity: Moving Beyond Tolerance

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Many believe that the major issue of the 21st century will be diversity, specifically as it relates to interpersonal and intercultural communication. Issues regarding diversity take many forms across community college campuses but are often hampered by a lack of consensus about their definition, as well as what the solutions should be. College of DuPage, in an attempt to get a handle on the diversity issues facing the community and the college, sponsored a series of town meetings to elicit community input and designed a comprehensive training program for all staff—from cabinet to classified staff—to raise awareness about diversity and cultural differences. The town meetings were designed to raise awareness about the problems we can expect in the Next Millennium and to begin a dialog about measures that need to be taken. The goal of the in-house training, currently in progress, is to create a vision for the college, develop a mindset that seeks to understand and value cultural differences, create a climate that welcomes minority staff members, and provide skill sets that enable people to negotiate cultural boundaries with greater ease and competence.

The college enjoys close working relationships with local businesses and a wide variety of different organizations, such as the United States Information Agency and Lucent Technologies, who co-sponsored the first Town Meeting. The Human Relations Foundation of Chicago co-sponsored the second Town Meeting. The comprehensive diversity training for the college was underwritten by Lucent Technologies, a leader in workforce diversity and partner with the college in preparing a culturally competent workforce.

The Community

The college serves District 502, a relatively affluent, white, and predominantly Christian population of 857,000 in DuPage County. An influx of Hispanic and Asian populations and rapidly growing numbers of Muslims are creating rapid demographic changes. Significant increases in older adults and entry level workers traveling to, but not living in, DuPage County to fill an estimated 220,000 jobs in the next decade are creating needs for services not yet fully understood.

A Town Meeting, *Diversity: Building Harmonious Communities*, October 29, 1998, had 160 participants, including representatives from business, civic organizations, law enforcement agencies, educational institutions, and community members. Participants met in small groups and developed action plans related to diversity, which were reported at the second Diversity Town Meeting, *Diversity in the Next Millennium*, Feb. 17-18, 1999. Sample action plans included organizing and participating in Race Dinners, following a model The Human Relations Foundation of Chicago has used to attract over 4000 participants in Chicago. Other plans included seminars to counteract stereotypes, and the creation of a Diversity Resource Website listing training resources with links to other useful diversity web sites.

The February Town Meeting featured Dr. Milton Bennett, co-director of the Intercultural Communication Institute, who presented *Beyond Tolerance: An Intercultural Approach to Diversity*, in which he illustrated culturally appropriate mindsets and the skill sets global citizens will need in the next millennium. A panel of representatives from older adults, disabled citizens, African-Americans, and Muslims, described their experiences living in DuPage. A second panel featured the problems and challenges DuPage County is likely to encounter in the next century in the areas of economic development, housing, transportation, religion, and education. The vast array of organizational contacts and informational resources provided at the meeting allowed attendees to network and begin dialogs among themselves about future actions they would like to take individually or in groups.

The College

Parallel to the discussion about diversity in the community is the question of diversity within the college, specifically, what are the issues and what are the solutions? To this end, a diversity plan for the college is in the process of being developed. Milton Bennett, through the assistance of Lucent Technologies, was hired as a consultant/trainer to provide intercultural training for all staff. Bennett administered a 70-question survey to a group of 11 top administrators, including the president and the cabinet, to determine their intercultural attitudes and competencies and held hour-long interviews with each of them. Follow-up in April will consist of strategic planning with this group, and four three-hour workshops for the following constituencies, i.e. student services personnel, administrators, faculty, and classified staff. Presentations to each group will vary according to their particular needs and interests. Student services and classified staff, for example, will focus on communication styles, while faculty and administrators will focus on Bennett's *Developmental Model of Intercultural Sensitivity*, which identifies stages of cultural competence based on attitudes. It has been shown that once people can cognitively recognize various cultural attitudes, they are better able to select appropriate strategies to communicate across cultural differences.

It is critical for the college as a whole to receive this training in order to achieve the following goals:

- Create a shared vision based on common terminology;
- Develop a mindset that perceives "culture" as an organizing principle, where individual cultural traits are neither better nor worse than others, just different;
- Provide skills that are applicable cross-culturally to achieve effective and harmonious communication.

The college seeks to meet the needs of our students and the community in any way possible. By hosting community forums on diversity, the college received a great deal of community support and praise for its efforts in facilitating an important dialog about a topic that is ill-defined and amorphous at best. This dialog served as the catalyst to motivate community members to look at issues that have not yet been widely acknowledged as being important or significant. At the same time, the college must ensure that internally it develops a shared vision that results in increased hiring of minorities and creates a climate where both dominant and minority staff are comfortable and mutually supportive of one another.

It is hoped that by organizing community forums on diversity and providing intercultural training for college staff, significant steps, however small, have been taken to ensure preparing global citizens with the skills needed to thrive in the next millennium.

Teaching and Learning with Technology: A Faculty Development Plan at Dyersburg State Community College

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I. Project Summary

With the assistance of the United States Department of Education, Title III, Dyersburg State Community College created a faculty development plan designed to promote and encourage teaching and learning with technology. Specifically, the plan sought to:

- Increase basic technology literacy among the faculty.
- Increase the integration of new technologies into existing classes.
- Explore new and alternative methods of delivering courses and course materials to students.
- Develop a body of resources based on actual classroom experience that will aid in the dissemination and replication of new teaching methods and strategies using technology.
- Strengthen effective teaching and learning practice across the campus to support and aid improved retention and persistence of students at DSCC.
- Develop more coordinated human and support resources by developing a faculty network of expertise.

II. How the Faculty Development Plan was Created.

In early fall of 1997, RDR Associates, Inc., Cedar Rapids, Iowa, were retained as consultants with funds provided by a U.S. Department of Education, Title III grant. An on-site assessment visit was conducted by the consultants in November 1997 and a plan for the integration of teaching and learning with technology was developed and presented to the faculty in early January 1998. An Instructional Technology Committee was established by the President with responsibilities for developing a long range instructional technology plan and monitoring faculty development activities related to instructional technology. Several faculty members and administrators were sent to the League for Innovation Conference on Information Technology in October 1997 and again in November 1998. Onsite workshops were provided for faculty in January 1998 by the consultants and a revised plan, entitled *Teaching and Learning with Technology,* was developed based on discussions with the Instructional Technology Planning Committee and submitted to the faculty in February 1998. In early April 1998, additional workshops for faculty designated as "early innovators" were held. Mr. Kenneth Jones, Assistant Professor of Biology, was designated as the faculty coordinator of the project to coordinate with the Vice President for the College and members of the faculty to create and implement the faculty development plan.

III. Results of the Faculty Development Plan

Using Title III funds, equipment for four master classrooms was purchased during the 1997-98 academic year with six more purchased during the fall of 1998. In addition, computer monitors and carts and eight lap top computers were purchased for use in each of the College's academic units.

To encourage faculty to develop their own instructional technology projects, summer stipends were offered for completing their projects. The amount of the stipends would be at the full summer pay rate, but limited to a maximum number of five projects due to the amount of Title III funding available. Twelve full time faculty members applied for funding. All projects were subject to a "blind" review by a review committee consisting of four external reviewers and the Dean of DSCC's Learning Resource Center. The four external reviewers were recommended based on their national reputation in instructional technology. The review committee was provided a detailed description of the College's faculty development plan and some general criteria based on the goals of the College.

Six full time faculty members completed five instructional technology projects. The other six full time faculty members, despite not getting funded, have not abandoned their interests and have remained active in learning new ways to bring technology into the classroom. A workshop to help faculty members to create their own web pages was held at the beginning of the current semester and was attended by nearly half the faculty. They and others are being encouraged to apply for a new round of stipends provided by Title III for this summer. We are seeing other faculty become interested in integrating technology and instruction as they are influenced more by the "early innovators" and the increasing availability of technical resources at the College. During the past two years, the campus culture at Dyersburg State has shifted from one of where instructional technology was resisted and out of the mainstream of instruction to one where instructional technology is accepted and central to the learning environment at the College. Last year, four faculty members took the opportunity to attend a conference on instructional technology. This spring more than a dozen faculty members are making plans to attend one or more conferences.

The faculty development plan succeeded because it started with specific goals, involved the faculty and staff in developing a long range plan for instructional technology, provided up-to-date computers and software for all full time faculty members, equipped classrooms with computers, projection units, and access to the campus's network and the Internet, provided technical support for the faculty, provided professional development opportunities, and provided time for faculty members to work on their projects.

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The South Carolina Advanced Technological Education (SC ATE) initiative has as its primary goal to increase the quantity and quality of Engineering Technicians in South Carolina. Funded by a National Science Foundation grant, the SC ATE project is working toward a curriculum integrating the science, mathematics and communication skills necessary for job success into the Engineering Technology curricula. To this end, the SC ATE project began with the most logical, but often overlooked, piece of the educational puzzle: faculty.

The Exemplary Faculty project was the first step toward changing the way instructors teach and students learn on technical college campuses in the state of South Carolina. Faculty from each of the 16 technical colleges across the state spent three years learning about advanced technological education content, effective pedagogy, and assessment of student outcomes. The original four-person team from Florence-Darlington Technical College grew to six instructors from across campus: science, mathematics, communication and engineering technology. Our development included studying student and instructor learning styles, using cooperative learning in the classroom and integrating the concepts across the disciplines.

Changing the campus climate of teaching and learning we knew would be difficult. We put integration, collaboration, and team teaching into practice first in an Introduction to Engineering Technology course. In this one credit hour, three contact hour lab course, four instructors—two math, one engineering technology and one communication—team taught course content to assist students in their curriculum courses. Course content covered use of instructional technology (eg, graphing calculators) and basic letter writing along with an introduction to the field of engineering technology. As instructors and students across campus learned of our small-scale curriculum integration, interest grew.

The positive experience of our first integrated project led us to volunteer for the largest-scale curriculum integration project to date anywhere in the country: the SC ATE Integrated Curriculum Core Pilot. This new core curriculum is to be a problem-based learning environment, where students enrolled in four distinct but integrated courses work to solve a single project at a time using skills and knowledge from the four disciplines of science, mathematics, communication and engineering technology. The projects (or problem-based learning experiments) were based on and refined through industry research in the state of South Carolina. As often as possible, we have involved industry representatives in designing the new integrated curriculum, working closely with those entities we see as our secondary customers: area business and industry.

As one of the two pilot sites, we began the first of three semesters of integrated teaching and learning in the fall of 1998 with twelve students. These first three semesters are designed to prepare students with basic problem-solving and teamwork skills along with content knowledge from science, mathematics, communication, and engineering technology. Students with a solid background from the three semesters of integrated learning we believe will approach curriculum courses with a more global perspective. One of our highest goals is to have students come to realize themselves that problems in the workplace—and in life—rarely come neatly packaged as numeric equations to be solved.

Specific outcomes from the Pilot project we are proud to highlight include:

- An opportunity for our integrated curriculum students to attend a summer exchange short course at Niagara College, Ontario, Canada. To earn funding, students themselves wrote proposals to both the Student Government Association and the FDTC Education Foundation and will present them to the appropriate representatives.
- A greater sense of social maturity than other second-semester Freshmen in Engineering Technology
- A highly developed sense of team responsibility. When discussing the possibility of the Canada exchange, one student asked, "Will we be able to work in our teams?"

In our second semester now, with nine continuing students, we are drawing significant interest from other areas of the college. Our continued success with integrated teaching and learning is serving as a model for other curricula on campus. Several health occupation curricula instructors have begun to formulate plans for curriculum integration in their areas. Additionally, other small-scale curriculum integration projects are taking place across campus. Automotive Technology and Public Speaking are working together to make the related course more appropriate and interesting for curriculum students, as are Machine Tool Technology and Mathematics and Heating-Ventilating and Air Conditioning and Communication. As our success continues, we lead the campus in a major pedagogical change away from standard lecture toward an integrated and active learning environment. Collaboration and integration are gradually becoming the new educational norm on campus.

Exploring the Relationships Between Florida's Natural History and Cultural Diversity

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Students enrolled in "Exploring the Relationships between Florida's Natural History and Cultural Diversity" will study the impact of culture and development on the delicate Florida ecosystems. Values of historical, cultural and environmental preservation issues will be compared.

Students will study the blend of ethnic influences on Florida's past, present and future by relating cultural history with natural history beginning with the arrival of indigenous people to the present time. Contributions by European, Asian, African and Latin American immigrants will be compared.

Students will compare the overall impact these cultures had on the Timucans, Calusa, Apalachicola, Creek, and Seminoles as well as on Florida's natural resources. Cultural aspects featuring customs, religion, music, art, and authentic foods will be a vital component to the curriculum.

In order to fully appreciate Florida's unique cultural and natural history, the students will participate in glee club. Students will research the six official anthems of the Sovereign Governments who have controlled Florida since the arrival of the Spaniards in 1513. Under the direction of the music instructor, the glee club will learn to sing these anthems in Spanish, French and English.

The students will perform the original "Six Flags Over Yulee" to parents, family and friends on the last evening of the program. Dressed in authentic period costumes, they will present selected monologues featuring Florida's culture and history. Some presentations will be in Spanish, French, and English. Each monologue presentation will be followed by the "Declaration of the Flag" representing a period in Florida's past.

The glee club will lead the audience in singing the official anthem for each flag promoting respect and awareness of the following contributions to the State.

1. Crown of Spain – March Real
2. Crown of France – La Marseillaise
3. Crown of Great Britain – God Save the King
4. State of Florida – Old Folks at Home
5. Confederate State of America – Dixie
6. United States of America – America the Beautiful

Following the Declaration of the Flags, a history of Florida's native people will be presented featuring customs, religions, and cuisine. Parents and invited guests will have the opportunity to experience authentic Timucuan food prepared by the students and faculty featuring smoked fish, squash, beans, corn, and wild greens.

The summer program will explore Florida's natural history and culture and their inter-relationships. For more than 1000 years, the Timucuan Indians lived in harmony with their environment. Since the 16th century, colonization, population growth and economic development have impacted Florida ecosystems, as well as the health and survival of the native Americans. A plantation economy along the St. Johns River in the 18th and 19th centuries was aided by the river but challenged by an environment of wetlands and thick forests. Flora and fauna, including many native Florida species such as the manatee and thatch palm, have been threatened or endangered as development has encroached on natural habitats. Oyster beds, so important to the native Americans as well as current residents, have been closed due to pollution. Paper production in the current North Florida economy brings concerns for air quality, preservation of habitats, and the sustainability of human existence.

Natural history and anthropology will each be taught four days per week. The interrelationships will be stressed during the daily supervised study period, on field experiences, and on residential overnights in the natural setting of the Nassau Outdoor Center, a 40 acre undisturbed wilderness which enhances experiential learning and reduces the stress of the typical classroom.

The following teaching strategies will be used:

- Cooperative learning – Students will learn cooperatively in groups which will combine interdependence, individual learning and accountability, and the use of group and social skills to accomplish group goals (including group projects);
- Metacognition – Students will use individual journals to reflect on connections between their experiences and their academic learning;
- Field experiences – Students will go on field trips to emphasize learning in authentic environments, led by professionals in the topic;
- Demonstration and laboratory learning – Professionals will demonstrate the use of current technology for water and soil sampling, and students will use the techniques. Oil immersion microscopes not usually available in high school laboratories will be available to study wet mounts and microorganisms;
- Socialization – Especially on residential overnights, students will be guided to understand and appreciate cultural diversity through cooperative teamwork and role playing;

- Computer-assisted learning – Career exploration will be enhanced through the use of a computer career assessment program. Students will be coached in the use of the Web to search for academic information;
- Classroom reading, lecture, and discussion.

Students will earn eight semester hours of college credit during this summer program. The following courses will be included:

Florida Natural History (BSC 2933) – This course will focus on Florida's diverse biomass, flora, and fauna with emphasis on natural history as well as cultural history. Endangered species, environmental issues and the impact of future development on the delicate ecosystems will be evaluated.

Cultural Anthropology (ANT 2410) – This course consists of the study of humanity, the concept of culture and components of culture with emphasis on different cultural adaptations of humanity worldwide.

Outdoor Adventure Initiatives (LEI 1252) – This course provides students with personal growth opportunities through a series of initiative challenges. It is designed to develop self-knowledge, self-esteem, and the social skills required for positive group interaction, as well as providing the experience of functioning as a member of a highly supportive group.

The theme of "Exploring the Relationship" will allow the students to gain insight into their history, culture, and natural surroundings, promoting respect and awareness of the diversity of life.

Field of Dreams II: Restoring the Dream

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What, if after the seventh inning stretch, the players had aged 12 years, the coaches had headed for the clubhouse, and the fans had all but disappeared? What, if after the new ball field had been installed, you could get no more than a pick-up game? And, what if the grandstand roof began to leak and weeds took over the parking lot, and the paint began to fade and flake?

In the early 1990s, something similar happened at Glen Oaks Community College, a small midwestern community college set on a 300-acre campus with stands of oak and stretches of meadow.

Founded in 1967 during higher education's community college explosion, Glen Oaks is located in rural southwestern Michigan. The community it serves has an economic base rooted in manufacturing and farming. An enthusiastic public endorsed the chartering of the district, and a local benefactor donated the significant portion of the College's landholdings. Glen Oaks opened in September 1967 to a flood of over 1000 students, more than double the early projections for enrollment. For a time, the College enjoyed a "field of dreams" aura—truly, it had been built and they did come. Glen Oaks was new, it was convenient, and it was affordable. In the early years with returning veterans and housewives and young, working people led the surge; enrollment management meant only "finding enough rooms, any place, to hold classes". To many this seemed the natural order of things. However, by the middle 1908's, enrollment plateaued and by the early 1990's it had begun a decline.

The field of dreams began to look like a hardscrabble sandlot ball diamond.

Change began in 1991. Initiatives in enrollment management and program development, especially with certificate programs, led the way. A ten-year INCA accreditation in 1993 endorsed the changes. In 1994, major construction added classroom and office space, renovated the original structure, and improved the electrical/mechanical efficiency.. The ballpark had its face-lift.

Yet another major change occurred in the spring of 1998. The mission statement was rewritten to underscore that learning is the focus of the College. To give the new mission statement a power slugger's stance and swing, the Board of Trustees and the faculty initiated a two-year experiment that reduced the annual teaching load from 37 equated credit hours to 32 and that defined what it means to be professional faculty. Both groups approved the experiment unanimously. The coaches and players had decided to field a fresh team.

Faculty, freed from restrictive teaching assignments, were encouraged to include customized training and lifelong learning as well as traditional transfer and vocational courses in building teaching loads. Faculty asked to be actively involved in recruitment and retention initiatives. Together the Board and faculty agreed to a year-around class schedule featuring 3 fifteen-week sessions during which classes could be offered in 3, 5, 7, 10 and 12-week blocks as well as the standard 15-week. Weekend classes and single-day blocks were added. In the boldest of the variations, the "Jump Start" session offered complete courses during a 10-day block over the Christmas holidays.

"Flexibility" has become the watchword when building schedules and adapting courses or programs. Faculty in business, machine tool, science and math lab have volunteered open hours for "extra work", tutoring, and advising during the week and on weekends. The Board has adopted a formula-driven enrollment plan. Supporting the plan is a new emphasis on customer oriented service. To achieve this, the college has committed to TQM and CQI training for all staff. To measure satisfaction with services and programs, the College conducts targeted phone calling and focus groups of students, parent, and community residents.

Building on the assumption that "bigger is not better, but being the best is", the College has placed classes for the Associate of Business degree on videotape and has equipped fully a classroom for interactive video instruction. It has adopted the NIMS curriculum for machine tool certificates and degrees, has launched a computer repair program and has expanded its Associate of Engineering program with additional articulation agreements. Also, it has initiated customized training in Spanish for area businesses and services dealing with a growing Spanish-speaking population. The Board has contracted with a for-profit University Center to provide associate, bachelor's, and master's degrees on videotape in partnership with four-year institutions. The University Center contracts, as well, with area businesses and corporations to form partnerships to bring degree programs on site with videotaped instruction.

The new mission statement led to a streamlining of the college organizational structure. At all levels, staff positions are defined by function, not the assumption that "top down" management is efficient. The top-heavy, bureaucratic approach to daily operations and to internal problem solving has given ways to an ad hoc approach. Committees are organized to solve specific problems, then dissolved. Even standing committees have a new look. They are leaner and staffed with people who have expertise, not simply "years on the job". For example, the curriculum committee now has an 8-person membership, not 18. The College Strategic Planning Task Force, meeting in a one day, off campus retreat, composed and set into action a working strategic plan. Work gets done.

During the last 8 months, the College has installed a new president, and presented her a presidential medallion. Replicas of the medallion will be awarded to staff and faculty for stellar performance. Since June, the College has hired 6 new faculty to replace retired professors. There are plans to add 3 more - but not on the traditional tenure track.

The college has moved to improve media relations and to recognize contributions by community residents. Now the College recognizes long-standing commitment and dedication to higher education and to Glen Oaks with appointments as "College Fellows". Further, the College seeks to promote the expertise and knowledge of outstanding persons in the community by including them in a "Distinguished Guest Lecturer" program.

The Glen Oaks Community College "field of dreams" is back. The infield grass is green and trimmed. The outfield fences have a fresh coat of paint. The grandstand has refurbished and expanded seating. A new team is on the field. It's a team with skilled players who know their positions and who know winning strategies. A mix of old and new fans enters the grandstand. Listen. If you listen, you just might hear the shout, "Play Ball!"

Hagerstown Community College: A Climate and Culture Change In-Process

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The Hagerstown Community College (HCC) campus serves as a laboratory for an innovative national level project designed to change teaching and learning. And, in the process, began a transformation.

The story begins in 1992 when two panels met in Washington D.C. to define work-required competencies that community colleges should teach. Phyllis Eisen of the National Association of Manufacturers convened an employer panel and David Pierce of the American Association of Community Colleges an educator panel. Arnold Packer, Senior Fellow at Johns Hopkins University (formerly Exec Director of the Secretary's Commission on Achieving Necessary Skills {SCANS}), chaired the discussions. The panels produced a report that described 22 SCANS-based work competencies and a made a recommendation to teach the competencies at community colleges by blending them into existing academic course work. The National Science Foundation/Advanced Technological Education awarded funds for a project to strengthen Mathematics, Science, Engineering, and Technology education by integrating academic learning and the SCANS process skills.

In 1995, HCC was tapped as a project "Lead College", one of five along with Northern Essex Community College (Massachusetts), New Hampshire Technical College, Modesto Jr. College (California), and South Seattle Community College (Washington) to implement the report findings. HCC, because of their advanced computer technology, receptivity to innovation, and proximity to Johns Hopkins University, developed the project's prototype: an interactive SCANS-based CD-ROM case study. HCC became the first college nationally to classroom test this curricular approach. A mathematics faculty member pioneered the effort. Four other HCC faculty soon joined him. The team was drawn from Mathematics, Engineering, Communication, Science, and Computer Technologies.

Team members developed solid, supportive bonds. HCC faculty became a self-directed work team as each member, in-turn, integrated one of four other new CD-ROM case studies (created at the other four colleges) into their courses. For example: the Communication teacher and the Math teacher who only knew each other's names before the project, worked side-by-side and developed collaborative student teams in the mathematics class. The Science teacher invented a rubric for evaluating students' performance when they worked in teams and the Math teacher adopted it for use with his students. As a part of the students' learning experiences, each team gave a presentation on their case study decisions. Faculty drawn from across HCC formed panels and served as "employers" who critiqued students' oral presentations.

What did a student say about this experience? Cheynne Palmer wrote this for "The Hawk," the HCC student newspaper.

> *"College is not just about memorization and book work. HCC is committed to getting students ready for the industry, which is...having the confidence to do that job well. I can come to class, get on a computer and go into a program which will put me in a business setting that is not pressured, there I can think, solve problems, find solutions, present my ideas, and back them up, all in the classroom setting with an instructor to help me...these people are giving us a gift which is not much short of a miracle."*

The American Institute for Research, who analyzed the student surveys after they completed the modules, found:

> *82.5 percent of participating students said that the module(s) taught important concepts or skills that they would not otherwise have learned in the class.*

Faculty at HCC believe passionately in these changes. The culture change is evident. Two employers who heard student presentations commented:

> *"As a student in the traditional classroom, I had great difficulty anticipating how the skills I learned in school would be used in business...Often times, I would leave a classroom or finish an assignment asking myself, 'What am I going to do with that?' After graduation I faced a huge learning curve. I am convinced that future participants in the SCANS/2000 program will not face the situation I described above."*

> *"What I observed was a group of students that were both excited and motivated. The interactive CD that was one of the most innovative teaching tools I have ever seen. It required them to perform all the tasks necessary to analyze a problem and recommend a proper solution. It required both teamwork and problem solving skills, traits that we in the business community are looking for in our future employees. Finally, a teaching tool that allows the student to apply their academic knowledge to real world situations."*

Additionally, the HCC faculty experience played a crucial role in developing a Johns Hopkins University graduate course. JHU faculty and other partners including the Center for Occupational Research and Development (CORD) and the Public Broadcasting Service's (PBS) Adult Learning Service converge on the HCC campus twice a year to conduct three days of hands-on instruction to teach other college faculty teams. HCC faculty helped design the course that includes collaborative learning, project-based teaching, and integration of technology into the classroom. HCC faculty now "train the trainers."

In November, HCC hosted faculty teams from Ivy Tech at Terre Haute, Sinclair, and Burlington County Community Colleges, and Central Carolina Technical College. Visiting faculty at the HCC campus enrolled either as JHU graduate credit or as non-credit students. After training teams returned to their home campuses and continued their learning through an Electronic Learning Network. HCC faculty mentor faculty peers electronically as others replicate their experience and integrate the modules into their classes. Faculty trained through this intensive experience are prepared to teach others.

Now, HCC faculty are closing the teaching, learning, assessment loop by modifying SCANS assessment rubrics designed by AES, International. Faculty are identifying performance indicators by which students demonstrate competencies gained through the case study experiences. These indicators, translated into rubrics, will form a critical component in the path to producing a Career Transcript. A Career Transcript is a brief validated resume describing students' new competencies as assessed by faculty in the classroom. HCC students will have the first Career Transcripts this May. To be continued...

Faculty Exchange, Recruitment, and Retention Program

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How can the campus of the community college be made more culturally diverse to attract more of the under-served populations? To address this issue, Carl Sandburg College, Illinois Central College, Parkland College, College of DuPage, and City Colleges of Chicago, under the aegis of the Illinois Community College Board, have collaborated on a program of faculty exchanges and minority faculty recruitment. The three-year pilot program is funded by the Illinois Board of Higher Education.

One component of the program involves two-week exchanges of ten faculty each year, particularly between those in the urban, northern areas of Illinois and those in its more rural, central area. These visiting scholars, all full-time faculty at the participating colleges, serve as resource people for the host college as well as provide follow-up activities at their home campus. Typical activities include workshops, seminars, forums, peer partnering, and guest lectures in classes. The purposes of the exchanges are to promote an understanding and appreciation of the different cultural environments among the colleges and to share strategies and theories for supporting access, equity, and cultural diversity.

A second component of the program involves eight one-semester internships that are available for masters and doctoral students who are participating in one of two state-funded scholarship programs for under-represented students. Already having completed all their coursework in their graduate programs, the interns teach two courses, provide workshops for students, faculty, and staff on cultural diversity issues, participate on faculty committees, and attend conferences and meetings throughout the state. Among the orientation activities planned for the intern and his/her mentor(s) are interviews with key college personnel, attendance at Curriculum Committee meetings, a meeting of the Board of Trustees, and participation in a statewide conference on multiculturalism. Each intern receives a prorated amount of entry pay for full-time faculty with the grant from the Illinois Board of Higher Education paying two-thirds the cost and the host institution paying one-third. Following the semester experience, with the mutual agreement of the college and the intern, the intern may advance into a residency for the next year-and-a-half.

The residency consists of a reduced teaching load of three courses for the first semester, gradually increasing each semester to a full-load of teaching and committee responsibilities. To comply with Illinois' tenure law, the internship and the residency are limited to a two-year period—a semester for the internship and no more than a year-and-a-half for the residency. The resident is paid the entry level salary for full-time faculty with the grant covering two-thirds of the cost during the first year of the residency, and the college paying two-thirds during the last semester of the residency.

The internship and residency are intended to be a gradual process of career exploration by which the minority graduate student may gain teaching experience and become more familiar with the particular community college and with the overall state system of community colleges. Each intern and resident has at least one and perhaps two mentors. One of the mentors from the same discipline area introduces the intern to the college and key college personnel, advises on teaching approaches, and accompanies the intern/resident to statewide conferences. At some colleges, the interns and residents also have a second mentor, who focuses upon introducing the intern/resident to the local community.

Although the program does not guarantee placement in tenure-tracked positions, each of the participating colleges attempts to provide internships and residencies in those disciplines in which openings are anticipated within the next several years. Since the program has begun only this spring semester, it is too early to evaluate its results, although the consortium of participating colleges has already had many inquiries of interests from other institutions within and outside the state.

Jackson State Community College Sex Equity Project

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The Problem

West Tennessee, like much of the nation, has experienced a decline in unskilled job openings and an increase in openings that need advanced technology training. With the opening of the Ned R. McWherter Center for Advanced Technology on the Jackson State Community College campus, the opportunities for the needed training to fill these positions have greatly increased. Jackson State has increased its recruitment efforts, even hiring a recruiter just for the McWherter Center, in an effort to assist industry in filling the void that they have experienced in finding individuals with the required technological skills. The college has experienced success in these efforts, except in one important area.

Of the 133 students at Jackson State in 1997-98 that were majoring in the Engineering Technology programs, only 3.8 percent of them were female. Of these students, no females were majoring in Machine Tool Technology. The Machine Tool Technology program has the most difficulty of the Engineering Technology programs in persuading female students of the great benefits of employment in this area. Because of this, Jackson State wished to intensify its efforts in this area. The college submitted a grant proposal to the Tennessee Department of Education for Sex Equity funds under the Carl D. Perkins Vocational and Technical Education Act. This grant was awarded in 1998.

Program Objectives

Objectives for this program include:

1. Enroll 6 female students in Machine Tool Technology
2. Evaluate student needs
3. Obtain support services required for each student to successfully complete the program
4. Maintain a training and employment plan for each student
5. Provide regular counseling
6. Successfully complete 80 percent of the students within 5 terms
7. Place a minimum of 80 percent in job related employment
8. Maintain continued employment for 6 months after graduation for 100 percent of those placed
9. Acquire entry level wages within the range found in the Tennessee Career Information Delivery System
10. Participants will acquire the needed skills and knowledge in the training as Verified by employer surveys.

Methodology and Design

This program was designed to recruit female students for enrollment into the Machine Tool Technology program at Jackson State Community College and provide them with the support services needed so that they may successfully complete the program and find meaningful employment in that field. Recruitment was the responsibility of the college's admission office and the recruiter for the Engineering Technology programs. This process was coordinated with the Tennessee Department of Employment Security, the local administrator of the Jobs Training Partnership Act, and the Career Directions/Displaced Homemakers program. Special efforts were made to recruit displaced homemakers and single family heads-of-household.

Support services which are provided on an as-needed basis include program tuition assistance, book allowance, child care services, transportation assistance, counseling, workshops, seminars, and job placement assistance. These services are provided in accordance with each individual student's Training and Employability Plan. This is a step-by-step plan for taking the students through training and into employment. This process is the responsibility of the college's counseling office and the program coordinator. Job placement is coordinated by the Career Resources Center of the college.

Program Management

A volunteer program coordinator directs this program. It is his responsibility to coordinate the work of the various offices as they relate to this program. Offices on campus, which provide services and assist in the implementation of the project, include the Admissions and Records Office, the Counseling Office, the Dean, faculty, and staff of the Engineering Technology programs, the Career Directions/Displaced Homemakers Program, the Career Resources Center, the Office of Research and Planning, Financial Aid Office, and the Business Office. It is the responsibility of the coordinator to see that each office fulfills its obligations to the program and provides the needed service and support.

Program Evaluation and Performance Standards

The evaluation of the program is the responsibility of the Office of Research and Planning. This office has overall responsibility for institutional effectiveness and will maintain data and records that will be used to determine the success of the program. Performance standards which will be used to measure the results of the program include 80 percent completion rate within 5 terms, 80 percent placement in job related employment, 100 percent job retention rate, and 100 percent employer satisfaction.

Current Status

The College was able to enroll seven female students in the Machine Tool Technology program instead of the originally projected six. This was due, in part, by the generosity of employers paying some of the expenses of their employees who were chosen for the program. This allowed the college to use the extra funds to enroll one additional person.

Of the seven students who enrolled for the fall semester, 1998, six have returned and enrolled for the Spring semester, 1999. Their average cumulative grade point average was 2.82. All six are projected to complete the spring semester and be eligible for the certificate in Manufacturing Engineering Technology with a Machine Tool Technology concentration. Not only will they have completed this certificate program, but the curriculum that they will complete counts as the first year of an Associate of Applied Science degree in Machine Tool Technology. Efforts are now under way to find additional sources to assist the students in their second year since the Carl D. Perkins Vocational and Technical Education Act of 1998 eliminates Sex Equity and Single Parent/Displaced Homemaker funding after this year.

Employee Training and Community Education

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The Lakeland Community College Community Education, Human Resources, College Relations, and Information Systems, and Information Technology Services departments collaborate to offer computer skills, applications and skill training for the college employees. The training program is a cornerstone of professional development programming for the college faculty and staff which also includes tuition fee waivers in credit and non-credit classes and special development opportunities developed and managed by staff and faculty committees.

The Lakeland employee training program began two years ago with a needs assessment survey of employees conducted by the Community Education Division. Customer Service and computer application courses were offered. When new technology is introduced on campus, classes are offered to introduce the employees to the new technology as well (e.g. schedule 25 and 25e, view modules for schedule development and room reservations were introduced). Computer based training (CBT) in 16 different software applications is also offered as special tutorials and can be learned at one's own desktop computer.

Brochures are printed quarterly promoting the classes. Supervisors must sign-off, on the included registration form approving both the applicability of training and the time off for the training. Registrations are processed by the Community Education registration center and confirmations are returned. The program is funded by the Human Resources Benefit program and has an extremely low rate of training cost per person trained.

The students evaluate each course. Besides providing feedback on the course, the credit or noncredit instructor teaching the course, or support services for the course, the student provides suggestions for new courses. New courses are also developed from data received from the Information Technology Services help desk staff who have first-hand knowledge of the problems experienced and learning needs of the employees.

The training program has assisted faculty and staff to become more effective in their work, according to feedback and from evaluations. The Human Resources Department has been able to refer employees to the training program to upgrade an employee's skills, identified as being in need of improvement from annual evaluations. The Human Resources Department also reports that the training program has assisted employees in securing promotions within the college, due to their improved productivity and efficiencies attributed to the training program.

The training program meets the mission of the college as it has contributed to the learning college premise, changing the campus culture. The program benefits Community Education and credit departments by providing feedback and real-life assessment of learning outcomes and effectiveness of instruction. The employees can become salespeople, promoting the courses to their friends and neighbors. The program is a message to the college community, that courses we offer to them are also courses in demand by the college faculty and staff.

Men's Resource Center

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As social structures and gender roles have changed over the past twenty years, colleges have moved swiftly to meet the many un-met needs of women. But have the needs of men been sidestepped in the process?

The Men's Resource Center at Lakeland was started in 1996 with the premise that—due to rapidly accelerating changes impacting job security and traditional male roles—men, like women, could benefit from specially designed educational programs. The mission of the Men's Resource Center stresses a community orientation: to develop programming to meet the needs of men experiencing work or life transitions. A secondary objective is to make the college more accessible to men in view of the widening disparity (a national trend) between female and male enrollments. Despite the well-known reluctance of men to seek help through community-based resources, a creative inter-relating of program areas has led to enrollments that, in each of the Center's first three years, far exceeded expectations.

Preliminary research disclosed that, nationally, there were no other college-based programs for men on which to model the new Center. Local research, however, indicated a strong need to develop programs that facilitated re-employment for men, particularly for "long-tenured" workers and professionals, the hardest hit group in terms of job loss in the 1990s. From the onset it was determined that the Men's Resource Center's approach to re-employment would differ from that of other government and private job assistance programs. Not only would programming address mid-life difficulties men encounter in their roles as providers, but it would link those difficulties to family, health, and personal growth issues and to educational or counseling solutions.

During the Center's first three months, over half the inquiries processed came from women, mostly wives calling on behalf of husbands. As the Center built up a trust level within the community, the number of inquiries from men moved up to 90 percent. During its first year (1996-1997), 247 men participated in programs. The number doubled during the second year. Projections for the third year are of an increase of 40 percent over the second. Moreover, the Center fields a number of inquiries annually from individuals who are interested in developing similar programs in their communities.

The Center initially developed two "core" programs, to be offered as non-credit courses. The first program, "Redesigning Your Career Pathway," was designed to respond to fears regarding job security and the scarcity of resources for mid-life career changers. Four workshops (a total of 15.5 hours), jointly facilitated by licensed professional counselors and experienced outplacement consultants, addressed self-assessment, self-presentation skills, career exploration, and job seeking strategies. To ease the concerns of individuals who felt uncomfortable being on a college campus, the workshops were held on Saturday mornings in a non-classroom setting. During the series' first year, approximately 55 percent of participants were first-time visitors to the campus.

The second program, "The Job Shop," specifically served the needs of unemployed individuals. The objectives were to: (1) provide a space where individuals could use college resources—hardware, fax, copy, phones, etc.—in order to conduct their job search on-site; (2) present a Monday morning speaker series featuring career counselors and employment specialists; (3) provide a weekly networking/support group; and (4) facilitate access to other campus resources. The use of outside professionals—many of whom donated their time—in the Monday morning speakers' series was highly effective in attracting clients by putting the program on a level with professional outplacement agencies. This also helped introduce clients to Lakeland Community College as a source for quality programs.

During the Center's second year it was integrated into the Counseling and Academic Support Division, a move which helped increase client access to other college resources. Clients considering "a directional change" were referred to designated professionals in Counseling Services to receive one-on-one counseling. Orientations to library and career services were incorporated into workshops, and college faculty and professional staff were often recruited to facilitate career-related workshops. Clients had convenient access to a computer lab and tutoring technology. Complimentary passes were offered to clients to encourage use of the Athletic Fitness Center. In cases where clients required services not available at Lakeland, they were referred to appropriate outside agencies.

With the initial success of its career-related programming, the Center expanded into programming that addressed family, health, and personal development issues. This has included workshops on parenting issues, work/life planning, stress management, reading and writing skills, anger management, father/child activities, depression, how to handle retirement, age discrimination, returning to college, men's health, divorce and child custody issues, relationships, and many others. Speakers have been brought on campus to address men's issues, including Dr. Warren Farrell, author of *The Myth of Male Power*. As a result of workshops on divorce and child custody issues, the Center co-founded a weekly support group, The Fathers' Support Association of Lake County.

Noting the reluctance of men to seek help for non-career related issues, the Center effectively employed two techniques to encourage participation. The first involved marketing. It was found that, despite the College's excellent reputation in the community, promoting the Center's programs through college publications alone was insufficient. Men responded positively, however, to "third party endorsements" in the form of newspaper articles or announcements, announcements through the college and local cable networks, and dissemination of program information through area employers and religious institutions. Cross-selling via career-related programs also proved effective. Another method involved a "side door" approach to program development. As an example, in order to improve attendance at its fathering programs, the Center incorporated a talk on important father/son issues into a showing of the movie, "Field of Dreams."

The Men's Resource Center continues to expand. Future developments include increased joint programming with Lakeland's Women's Center, a support group for prostate cancer victims, expansion of "Survival Skills for Men" workshops to assist "high risk" groups, a monthly men's discussion group, and compiling and publishing a directory of men's services. Another goal is to focus on developmental issues for college men through needs-assessment, support groups, and special programs coordinated with Student Affairs and Counseling Services.

Strategic Learning Initiative

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This program was also entered in Category I, Exemplary Initiatives in the Classroom. See page 48 for complete program entry.

Changing the Campus Climate

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In 1998-99, under the leadership of a new president, Dr. Karin Pettit, Lenoir Community College implemented an initiative to study the climate of the organization and to make improvements. The project comprised of five steps: (1) a survey of the faculty and staff, (2) faculty and staff focus groups to analyze the issues identified in the results of the survey, (3) a follow-up committee of focus group facilitators to synthesize the recommendations of the focus groups, (4) formation of small task groups comprised of the facilitators to refine the recommendations for the Administrative Council, (5) presentation to the Administrative Council, and (6) integration of recommendations into the next action plans for improving programs and services.

In August of 1998, on Professional Development Day for Fall Semester, faculty and staff met for a presentation by Dr. George Baker of North Carolina State University on the importance of organizational climate. Faculty and staff filled out an environmental scanning survey on the climate of the college, the Personal Assessment of the College Environment (PACE). The instrument was developed by the National Initiative for Leadership and Institutional Effectiveness (NILIE) at North Carolina State University. Dr. Baker informed faculty and staff that he would return in two months to share the results of the survey.

In October, Dr. Baker gave his follow-up presentation on the results of the climate survey, which indicated that the faculty and staff had concerns about eight issues: Career Development of Students, Creating a Student-Centered Environment, Sharing of Information, Spirit of Cooperation, Involvement in Decision-Making, Effective Organization, Governance and Leadership, and Linking Rewards and Performance.

Following Dr. Baker's presentation, twenty-four faculty and staff members, below the directors' level, conducted breakout focus groups on the eight issues. Faculty and staff had the opportunity to choose the issue they wanted to discuss by joining the appropriate group. The focus groups worked for two hours to conduct a SWOT analysis; they also developed strategies for changing the environment in the eight areas identified. All groups then reconvened as one to share the strategies they had developed. One facilitator for each of the eight issues volunteered to make a presentation summarizing the strategies from all groups that worked on his or her issue. The results of the SWOT analyses of all focus groups were collected, combined, and disseminated to all faculty and staff by the Institutional Effectiveness Officer.

The twenty-four facilitators of the focus groups followed up as a Climate Team to synthesize the strategies recommended by the focus groups. The Institutional Effectiveness Officer met with the team to facilitate the process of converting the strategies into more specific recommendations to present to the college's Administrative Council. The team formed four small groups and met separately to combine overlapping strategies and to refine them into more action-oriented recommendations.

In January, four members of the Climate Team presented the team's specific recommendations to the college's Administrative Council. The president, who presides over the Administrative Council, charged the Council with responding to the recommendations of the Climate Committee. Members were asked to study the recommendations and to identify the ones relevant to their units. Unit planners are also charged with developing objectives and tasks in their 1999-2000 Operational Plans that document the action taken on the recommendations. A follow up report on the recommendations will be shared with faculty and staff and with the Board of Trustees in May 1999.

Homegrown Grant Program: Improving the Campus Climate

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Chilly Climate

Traditionally, community colleges are teaching colleges where students have close contact with the faculty. For those who love to teach, this core commitment of the community college is an important aspect of their professional lives. However, this emphasis on teaching can have a downside. Community college faculty have heavy teaching loads: often five classes and large numbers of students needing individualized help. Overwhelmed, instructors struggle to even remain current in their disciplines. Further, they often feel that the institution does not care about their professional development.

Climate at Prince George's Community College

To some extent, the faculty at Prince George's Community College suffered from the same problem. While the college had many excellent programs in place, the faculty thought the institution's professional development climate was chilly. Many did not feel their professional needs were being met–or even acknowledged.

In spring 1998, research confirmed the pervasiveness of the faculty's feelings. Both focus groups and a survey of the faculty, full-time and adjunct, revealed some strengths, but some weaknesses as well in the college's professional development program. Faculty acknowledged that the college supported professional development through a number of good programs including tuition support, release time, travel funds, and workshops.

The research also identified several problems. Faculty emphasized the need for equipment and training in technology. They complained about insufficient travel funds. As one put it, "The amount of money available won't even cover local conference expenses." New faculty and adjuncts needed support. They frequently felt excluded. As one adjunct faculty member lamented, "After 11 years I am [still] on the outside."

Beyond these specific problems, faculty members commented on the chilly intellectual climate at the college. The problem of the chilly, even hostile, environment has been recognized for some students since the pioneer work of Roberta M. Hall and Bernice R. Sandler. But the academic atmosphere may also be chilly for those who are teachers, especially adjunct and new faculty members. At Prince George's Community College, too many faculty believed that the institution did not value the individual's professional activities and accomplishments. Whether or not this perception was true, the result was a chilly climate.

Response

In 1998, a homegrown grant, funded from the operational budget, was created to address the negative perceptions held by faculty. The introductory paragraph of this grant, the *Pathfinder*, speaks of the importance of the professional development of the individual faculty member, "Prince George's Community College appreciates the crucial role of faculty members in successfully fulfilling the mission of the college. The college realizes the better the faculty, the better the college." The *Pathfinder* Grant Program is an initiative of the college designed "to stimulate the individual faculty member's intellectual and professional development." Under the grant program, faculty members, both full-time and adjunct, may apply for up to $500.00 annually to further their own self-defined professional development.

Impressive Results

Numbers alone demonstrate this success. Since the inception of the *Pathfinder* Grant program in the spring of 1998, 40 projects have been funded in 17 disciplines across the curriculum. Nearly 20 percent of the full time faculty have received grants.

Even more significant, faculty members used the *Pathfinder* grants to address some of the specific needs they identified in the focus groups and the survey. Some applied for additional travel funds to attend or present at professional conferences. Other faculty members requested funds for training in technologies. Many used the grants to do work in their own disciplines as a cross-section of the titles shows:

- GIS Technology in Teaching
- Infusing Technology into Inquiry Science
- Short Course in C Programming
- Photochemical Reactions of Carbophenothion
- The Red/Black People(s) of the Americas
- Prelude to Women's Studies at PGCC: Getting Information
- Training Faculty to Use the TI-83 Calculator in Math Courses
- Training for Trainers: National Multicultural Institute
- Visiting Professorship at University of Lodz, Poland
- The Concepts of Wellness and Health Promotion: Teaching Strategies in a Community-Based Clinical Experience

Even more impressive is the positive influence the *Pathfinder* grant has had on individuals' professional lives. In a very public way, the *Pathfinder* grant, by underwriting proposals, acknowledges and encourages an individual's professional growth. A characteristic response was that of Professor Sherman E. Silverman. He had used his travel allotment but wanted to present a paper and do research in the Boston area. "Last year's $500 grant was very much needed," he said of his *Pathfinder* grant.

Not only did individuals benefit, but also the wider college community. Programs were even established. As Dr. Anne King explained, "The *Pathfinder* Grant was essential to the development of the Woman's Studies Program." The *Pathfinder* Grant also provided the opportunity for faculty to overcome the sense of isolation. Professor Roxanne King pointed out that "there is no way that twelve of our faculty would have shared this course [graphing calculator workshop] without the institutional support. The *Pathfinder* grant gave an unprecedented opportunity to build a team."

Clearly, the *Pathfinder* grant has contributed to a positive shift in the climate of the college. These small grants have begun to change perceptions. Faculty see that the institution is committed to supporting professional development of individuals. Administrators, too, appreciate the shift. As one dean noted, "It [the *Pathfinder* grant] is important because it validates the faculty's credibility. It energizes them." And he noted, "The college is enhanced when the faculty member initiates new projects."

A Model for Other Institutions

At recent a conference, several faculty members from other community colleges asked how to start a grant program. The answer is simple: find an administrator who values professional development. This person recognizes that professional growth of individual faculty members is fundamental to the success of the college and is willing to back this commitment with funding. The amount of the grant program is not important; what is essential is the institution's consistent funding of the program, year after year. As faculty recognizes the commitment to be real, the chilly climate begins to warm.

Controls Technology Computer Based Curriculum

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There are currently more than 6,000 full-time and part-time students enrolled at San Juan College in Farmington, New Mexico, which is the only public post-secondary school serving the 5500 square miles of San Juan County. We are within 60 miles of the Southern Ute, the Ute Mountain, the Jicarilla Apache reservations, and adjacent to the northeast corner of the nation's largest reservation, the Navajo. These nations represent a combined population in excess of 200,000 people.

The economic foundation of San Juan County is the oil and gas industry. This industry has seen tremendous changes in the past 15 years and is currently under stress because of worldwide reduction in demand and the resultant pressure on oil and gas prices.

One of the results has been the rapid automation of the field and plant operations and an increased demand for controls technicians. The two crafts—Instrument Controls Technician and the Industrial Electrician—have merged in the past decade as a result of the programmable logic control (PLC's). PLC's have, in a relatively short time, become one of the most dominant devices of the industry.

As a direct result of this change, many technicians have gone back to school to learn the new technology. At the same time, industry has seen the need for a more technically trained workforce and has started to require an Associate Degree as a prerequisite for employment and job progression.

The Associate of Applied Science Degree in Controls Technology is designed to meet the needs of the oil and gas industry in the San Juan Basin. These needs exist primarily in two areas: (1) curricular content and (2) instruction. The curricular content must be relevant to the processes and equipment of the area. The instruction must be available at a time that fits the schedule of an industry that operates 24 hours a day, 7 days a week, with many employees working rotating shifts. A needs analysis indicated a requirement for less than 20 graduates per year. A student profile predicted that 80 percent of the students would be part-time.

Therefore, San Juan College determined that there was a significant need for a Controls Technology program and a likelihood that it would be difficult for the college to fill classes and for students to attend classes on a fixed schedule because the part-time nature and shift-work schedule of the student population. The ideal class would be industry specific and offered whenever the student was off-shift. To satisfy these conditions, San Juan College chose to use curricular material developed by the industry itself. The Instrument Society of America is the recognized professional organization of the controls industry and has developed curricular material covering a wide range of topics available in multimedia format. This multimedia format allows San Juan College to offer relevant material and at convenient times for the student.

The Controls Technology program is a hybrid. There are seven general education classes, and these are offered in the traditional manner with a fixed schedule and lecture format. To get a degree, the student must complete the general education classes on a traditional schedule. There are also 12 technical classes, and these are all self-paced classes, delivered through computer-assisted instruction.

A term coming into use today is "unbundling." For the Controls Technology program, unbundling primarily means separating the student's schedule from an instructor's schedule and unbundling an instructor's schedule from a class schedule.

All classes are by arrangement for the student. The classroom/ laboratory is open from 8:00 a.m. to 9:30 p.m. Monday through Saturday. A student's schedule is arranged prior to the beginning of the term. A student may schedule himself for the number of hours required to complete the chosen course at any time that fits his individual work schedule. The schedule can be changed pending availability of open multimedia workstations.

The student will have a schedule that includes both the theory and experiential components. The theory is primarily multimedia based, and the experiential is a combination of hands-on lab exercise and computer simulations. The student may go as fast as he is able or as slow as necessary to comprehend the material with the limitation that he must finish by the end of the term.

There is at least one instructor in the classroom/laboratory at any time to work individually with the student. The number of instructors is determined by the student load at any time period and varies depending upon the time of day. At any point in time, there will be students in the classroom/laboratory working on different classes and at different points within classes. Instructors are scheduled for specific time periods rather than specific classes. As a result of this scheduling arrangement, San Juan College can offer a class in which only one student is enrolled without instructor load issues because instructors are scheduled when students have signed up for classes. Students are pleased because they can take classes even when working difficult hours. Employers are pleased because classes are available for their employees. College administrators are pleased because adequate instructor work loads are maintained.

Early indications are that employees educated under this system are well trained. Graduates are not having difficulties getting jobs, and the reports coming back from employers are very positive. Students who schedule their own time and use a self-paced multimedia format tend to be self-motivated. A self-directed learner is likely to a self-directed employee.

Career and Employment Services

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The Career and Employment Services Center has created a climate supportive of change not only by enlarging day-to-day functions of the Center and providing comprehensive workshops but also by promoting significant exchanges between students and employers and employers and academic leaders. Moreover, this vision of service has meshed the Center's work with major community projects.

Initiatives in Student Services

Unlike other employment centers, the Southeast Campus Center offers far more than a referral/job posting system for students. The Center helps students (and individuals from the community) begin their career search and develop résumés, then guides and assists in job searches, and even arranges interviews with prospective employers. The Center depends on its computer database to print job listings, and then students' résumés are formatted and faxed directly to prospective employers. In addition, students have opportunities for one-on-one appointments with trained Career Counselors who discuss career goals, administer and interpret interest and aptitude tests, and help with mapping out career pathways. In the fall 1998 semester alone 7,821 students found employment through one of the services offered.

Initiatives in Staff Development

Also unlike other employment centers, the Southeast Campus Center offers periodic workshops to educate the entire campus family and the community at large. Topics directly related to successful employment such as Family Budgeting, Ethics in the Workplace, Balancing Career and Family, Planning a Career in the Military, and Job Quest for Disabled Workers are presented. One highlight is the Career Image seminar for campus secretaries and office assistants to present current trends in business attire and business communication.

Initiatives with Community Businesses

Especially unique is the Center's multi-faceted relationships with business and industry. The staff actively solicits recruiters for jobs that are most often requested by students or that more evenly match the degrees being obtained through one of the technical programs of the Campus. When these recruiters come to campus, they can recruit and screen applicants on site and are then provided an "interview room" to conduct more in-depth and decisive one-on-one meetings with prospective employees. The spring 1999 Job Fair attracted over 1,900 individuals with over 100 companies participating. For company recruiters who cannot attend every college's job fair, the Center has led in the formation of the Metroplex Association of Career Centers Consortium, a multi-college career center consortium (MAC-3) which sponsors a job fair twice yearly. The staff's primary role has been the coordination of student registration for the MAC-3 job fair which resulted in the processing of over 1400 student applicants. The Career Center has also developed working relationships with the Local Workforce Commission to handle larger volumes of company recruitment and testing. For example, the Center accommodated the Lear Corporation in recruiting and testing 1500 prospective employees.

To address long-term needs, the Center has initiated a consortium of more than 200 business leaders for the purpose of annually reviewing workforce development needs of our area. Under the title of "Learn Today - Work Tomorrow," the group looks at ways that course curricula and teaching strategies can better prepare students for the world of work. A summary of that meeting is disseminated to business leaders and campus faculty, to guide future course offerings, identify areas of training, and track the progress of implemented changes. An example of the productiveness of this project is the training agreement arranged between the campus Hazardous Materials Program and the Lear Corporation. Faculty of the campus program provide Lear's employees training in the disposal of environmentally unsafe manufacturing materials. Also, faculty in general academic courses such as speech and writing are exploring ways to incorporate ideas from the consortium into their curricula.

Initiatives with Community School District

Within the community at large, staff members serve on the Education Committee of the Arlington Chamber of Commerce and specifically bring their expertise and resources of the Center to bear on major programs in the public schools. Through the Arlington Scholars Program the staff has spoken to over 800 students about the relationship between good career planning and success in school work. In addition, a staff member serves on the site-based management team for the "Newcomer's Center," an alternative school program for children who have recently moved to this country and have limited English ability. The Center's staff works with the parents of these children and with the teenage students themselves in seeking employment and creating an accepting environment among prospective employers for individuals who have good work ethics but poor English and/or communication skills.

The Career and Employment Services Center has developed a collaborative "Career Exploration Program" with two local school districts' alternative high schools. In addition to going into these schools to present workshops on job search topics, the staff encourages students to participate in on-campus recruitment activities and the services offered on the computer database. The rationale is that these students will eventually become TCJC students and be better prepared to make a decision about their course of study and career path.

The accomplishments of this Center are especially important in light of its short span of operation. In existence only since August 1996, the Center's exemplary initiatives have made it a driving force in employment by interfacing with the business community, the college community, and the community-at-large.

The work of the staff can best be summed up in the words of several of their clients.

- "We appreciate the excellent applicants you direct to us."
- "I believe countless others will be gainfully employed and as appreciative as I am."
- "Our partnership and hard work landed me the perfect job with a schedule that fits my school class load."
- "It is exhilarating to know that someone was out there doing everything they could to find me a job."

Student Services Student Outreach Activity

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The area of student services is devoted to recognizing and meeting the needs of all Triton College students. We would like to take the opportunity to highlight a student development initiative that has been successful in broadening the campus exposure for the evening student population. Since Triton College is a Community college, the students are all commuter students. In addition Triton College has a large population of part-time students who can only attend in the evening. Many of these students come to class after a full day of work. Therefore, the evening students seldom have time to take advantage of the varied types of support services offered by the college. In many cases, the evening students are not aware of the services available to them.

The Academic Senate is the committee system by which the Faculty Association identifies, analyzes and makes decisions about issues related to teaching, learning and professional activities. The Academic Senate evaluates recommendations of its standing committees. The Student Development Committee is one of the standing committees of the Academic Senate As stated in the Faculty Handbook, the "Student Development Committee promotes student involvement in the learning process, which is affected by the campus environment through faculty/student contact, academic and student support services, and co-curricular activities." (1998, p. 7) The Student Development Committee, which is always chaired by a faculty counselor, recognized a void in programming for evening students. The committee believed that the first step in meeting the needs of the evening student population was increasing the student's awareness of support services available to them. The vehicle designed to accomplish this was "The Student Outreach Program."

Purpose of the Program

The purpose of the Student Outreach Program is to foster student success by exposing the evening student population to the services available on campus.

Goal of the Program

The goal of the program is to ensure that the evening students are aware of specific academic and student services, and are able to identify the specific location of these services on campus (i.e., the Counseling Center, the Learning Assistance Center, child care facilities and internet services). The program is also designed to provide the opportunity for the evening students to acquire answers to questions they may have and to raise issues that may be unique to that student population.

Program Design

The program is presented once each semester on two consecutive evenings. Two different buildings are chosen on a rotational basis each semester. This is to ensure that the program is able to reach students from different majors. Students in different academic programs may have all of their classes in one building and the college identifies buildings by curriculums (i.e. Business Building, Science Building, or Health Building).

Faculty and staff members from the committee as well as other areas of the college staff information tables set up in prominent locations in each of the buildings. Information displayed on the tables includes flyers, brochures, pamphlets and bookmarks representing a wide array of college services. Prior to the event, each student service and student development department is asked to submit fifty copies each of marketing pieces from their area. Past experience with the program has shown that planning this outreach activity around the time the class schedule for the upcoming semester becomes available leads to an increase in the number of students who browse the information tables. The design of the program allows for informal conversation between the students and the staff. The conversation is sometimes very brief and other times more extensive. In some cases specific referrals are made for the students.

Marketing of the Program

A flyer is mailed to all faculty and staff on campus about two weeks prior to the date of the program. Announcements are placed in other campus publications. Professors are encouraged to announce the event in class so the students may attend during class break. In addition, on the day of the event flyers are placed in the classrooms within the program building housing the outreach tables and also in the two neighboring buildings.

Evaluation of the Program

The program is evaluated in three ways. First, the staff records the number of students participating in the activity. The first Student Outreach Program was offered in the fall 1996 semester. The program has proven to be successful every semester. An average of 247 students is served per semester. Second, the staff makes a list of the information requested by students that is not available on the table that evening. They then add that information for the following day. This process allows us to constantly provide the most relevant information for the students. Third, the staff records questions asked in addition to comments made by the students.

Summary

The Student Outreach Program is a low cost/high return program designed to address some of the needs of the evening student population. The faculty and staff generally man the information tables during their regularly scheduled late day. In addition, a local beverage company donates soft drinks for the event. As a result of this activity, a large number of students have been exposed to the availability of the wide variety of services offered by the college to facilitate student success. This in turn contributes to student retention.

The World Cultures Mural

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The World Cultures Mural, conceived by Triton College students in an effort to promote cultural diversity, evolved into two summer 1997 art classes; a collaborative effort by a Triton art instructor, a world-renowned mural artist, and nine Triton students. The 22 by 10-foot mural containing colorful images celebrating cultural diversity is now displayed in the atrium above the east entry of the Triton College cafeteria.

Triton College is a public two-year institution dedicated to serve the educational needs of twenty-five communities of the western suburbs of Chicago. The enrollment for fall of 1998 was 20,388, of which 58.49 percent are White, 21.72 percent African-American, 14.27 percent Hispanic/Latino, 4.63 percent Asian/Pacific Islander and 0.38 percent Native American. The median age of students is 24.0 years. The mission of the College includes providing opportunities for students and the community to develop an appreciation for cultural diversity. The World Cultures Mural is a venue for students, faculty, staff, and administrators to gain exposure to the cultural diversity of Triton's district.

Planning Process

Four years ago, during an art exhibit held in commemoration of National Hispanic Heritage Month, two Triton employees began conversations with a visiting artist (internationally known for his prints, paintings, and murals) about the idea of creating a multicultural mural at the College. The rationale for the project was to provide an opportunity for Triton College students to pay homage to humanity by using art from different cultures. The mural making would truly be an exercise in multiculturalism and would serve to enhance the students' appreciation for each other's cultures.

This idea was explored for three more years until summer 1997 when the project became a reality under the leadership of the Multi-Cultural Center whose mission is: To build awareness, understanding, and appreciation of all cultures amongst the student body of Triton College, by providing access to cultural resources, facilities, services, and diverse cultural programs. This was the first major project launched by the Center to promote the ethnic diversity within the college community. Nonetheless, during the entire project, there were many barriers to overcome and issues to be resolved. Planning meetings with students, faculty, and administrators were held to determine the overall program goal and objectives, to identify the faculty who would be leading the mural project, to secure the funds for the project, and more importantly, to gain institutional support. In addition, the group identified the space for the mural to be displayed. A Project Proposal, including a program design and a timeline, was developed with administration approval and submitted to the College Board of Trustees for their approval. A video production covering highlights of the entire project was included in the plan. This video will be later used for educational purposes. The completion of a long slow process became a reality with the unveiling ceremony that took place on Dec. 8, 1997.

The World Cultures Mural; made possible under the leadership of the Multicultural-Center in collaboration with the Offices of Student Services, Community Education, Adult Basic Education, the School of Arts and Sciences, and with the support of the Triton College Administration; is on display on the east wall of the Triton College cafeteria. The 22 by 10-foot mural containing colorful images speaks to everyone about the diverse community Triton College serves.

Project Goal

Triton College students will design and create a mural that represents the culturally diverse population found within the Triton's District.

Objectives

1. Design and create a mural representing the cultural diversity of the Triton Community by using appropriate symbols.

2. Strengthen student knowledge of other cultures, as well as their own culture and strengthen their artistic skills through the painting of the mural.

3. Increase the knowledge and skills of participants related to concepts of color, balance, design, aesthetics, and technique.

4. Increase community awareness and appreciation of the diverse environment in which they live.

Two special courses were developed to achieve the program goal and objectives. The first course, Public Mural Design, was taught by full time faculty. Students participated in a classroom learning experience focusing on researching multi cultural symbols using their own heritage or any local cultural heritage. Students went on field trips to view murals throughout Chicagoland, which was part of their research of cultural themes, and icons that would become part of the finished artwork. The second course, Public Mural Production, was taught by a visiting artist who guided students to synthesize symbols, images and to transpose them onto the mural. Initially students, regardless of their ethnic background, were assigned specific areas of the globe to research and to come up with illustrative icons for the project. They searched hundreds of different icons before deciding on the ones that would include in the mural.

It is important to mention the leadership and the impact the instructors had on the entire project. These model faculty members devoted long hours to the project and engaged students in learning and appreciating the diverse cultures of the world and came up with a final product to pay homage to the achievements of humanity.

Outcomes

The most obvious outcome of this project is that students produced a magnificent work of art to celebrate cultural diversity. The greatest learning gain for the participants was the team effort required to produce the final piece. The instructors felt that this is the most richly detailed work they have been involved in. Project leaders showed persistence through the project, found ways to collaborate with other areas of the college to make the project a reality. More importantly, they found ways to overcome the many barriers they confronted. The video production will be completed by this fall. It will be used as an educational tool for the entire College District. Today the mural on display in the Triton College cafeteria serves as a focus for discussion on multicultural issues.

INDEX OF PARTICIPATING COLLEGES

College **Page(s)**

Alamance Community College ... 9
Albuquerque TVI Community College ... 108, 109, 110, 111
Allan Hancock College ... 10
Anoka-Hennepin Technical College ... 113
Anson Community College ... 6, 74
Asnuntuck Community-Technical College ... 115
Bay de Noc Community College ... 12, 117
Belleville Area College, Granite City Campus ... 14
Black Hawk College ... 16, 17, 119, 193
Bronx Community College ... 75, 194
Butler County Community College ... 70, 121, 196
Butte Community College ... 122
Cabrillo Community College ... 19
Cape Cod Community College ... 21
Central Florida Community College ... 123, 198
Central Piedmont Community College ... 125
Charles County Community College ... 23, 127
Chemeketa Community College ... 188
City College of San Francisco ... 24, 77, 129
Clinton Community College ... 200
College of DuPage ... 79, 131, 202
College of Lake County ... 190
Columbia-Greene Community College ... 26
Community College of Baltimore County, Catonsville Campus ... 27, 106
Community College of Baltimore County, Dundalk Campus ... 28
Community College of Baltimore County, Essex Campus ... 81
Cuyahoga Community College ... 132
Cuyamaca College ... 134
Darton College ... 31, 83, 84, 86
Delaware Technical & Community College ... 136
Dyersburg State Community College ... 33, 138, 140, 204
Edison Community College ... 34
Elgin Community College ... 141
Fayetteville Technical Community College ... 186
Fiorello H. LaGuardia Community College ... 43, 45
Flathead Valley Community College ... 36, 37, 143
Florence-Darlington Technical College ... 39, 88, 145, 205
Florida Community College at Jacksonville ... 207
Georgia Perimeter College ... 147

Glen Oaks Community College 209
Greenfield Community College 40
Hagerstown Community College 211
Holy Cross College 72
Holyoke Community College 41, 150
Illinois Central College 213
Illinois Valley Community College 152
Jackson State Community College 215
Jefferson College 153
Lakeland Community College 47, 155, 217, 218
Lane Community College 48, 157, 220
Lansing Community College 158
Lenoir Community College 220
Lincoln Land Community College 89
Mercer County Community College 1
Middlesex Community College 160
Montgomery College 100
Moraine Valley Community College 51, 91
Navarro College 52, 93
North Harris College 162
Northeast Iowa Community College 53, 103
Northland Pioneer College 164, 165
Oakland Community College 56
Orangeburg-Calhoun Technical College 58, 93
Pasco-Hernando Community College 166
Pensacola Junior College 60
Porterville College 61
Prince George's Community College 63, 221
Richard J. Daley College 3, 95, 168
Rochester Community and Technical College 171
Rock Valley College 173
Rockland Community College 175
San Juan College 223
South Plains College 176
Suffolk County Community College 97
Tarrant County Junior College, Southeast Campus 225
Triton College 65, 66, 179, 180, 182, 227, 228
Valencia Community College 183
Wallace Community College 68

ABOUT NCIA

The National Council of Instructional Administrators (NCIA) is a private, nonprofit, professional organization affiliated with the American Association of Community Colleges (AACC). With membership in two-year institutions across the nation and Canada of over 4,000, the NCIA is the largest such affiliated council.

Committed to leadership, innovation, advocacy, and development for the improvement of teaching and learning, NCIA is the national voice for the opinions and concerns of administrators of instructional programs in two-year colleges. The Council is consulted by the leadership of the American Association of Community Colleges and by other national organizations on matters of importance regarding instructional programs.

In addition to an annual volume of Exemplary Initiatives, NCIA publishes a quarterly newsletter, and, on a periodic basis, literature searches on vital instructional topics. National, regional, and state workshops are sponsored, and major presentations are made at various annual conventions including the annual AACC meeting.

Persons interested in membership in NCIA may:

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